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ABSTRACT

This two-part report summarizes the comprehensive Report on the Development of the National Drug Education Program (NDEP) Information Support System. The first report describes the implementation and growth of the system, discusses the design approach, and provides sample information collection instruments. Part II is, itself, in two sections: (1) a summary of the development of an information support process for the Regional Training Center component of the U.S. Office of Education program; and (2) a description and sample of all of the current reports generated from the data in the system, with a discussion of their relationship to the problem solving strategies of the NDEP. The program presents mechanisms to bring about the conditions deemed necessary to reduce the level of drug abuse. These conditions are: (1) open communication between both youth and parents and teachers; (2) an availability of meaningful alternatives to the use of drugs; (3) a feeling of self-worth and control of one's own life; (4) a willingness on the part of adults to accept the validity of alternative life styles; and (5) an improved perception of what the consequences of drug abuse are. (Author)

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REPORT
on the
Development of the
National Drug Education Program
INFORMATION SUPPORT SYSTEM
as of
December 1, 1972

Prepared for the
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National Action Committee - University of Rochester

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January 1973

*A process cannot be understood*
*by stopping it.*
*Understanding must move with*
*the flow of the process,*
*must join it, and flow with it.*

- First Law of the Mentat
Frank Herbert

# INTRODUCTION

This report has been prepared by E. F. Shelley and Company, Inc., as the final report on the initial development of the National Drug Education Program's Operationally-based Information Support System during the period December 1, 1971 to November 30, 1972. Because the development and implementation of the ISS is continuing through June 30, 1973, this is, in actuality, an interim report.

Section I serves to summarize the status of implementation of the Information Support System as of December 1, 1972.

We have chosen to focus the content of the second part of this report on a process, rather than merely totalling up the accomplishment of tasks and the delivery of products - information which can be found in materials that have already been submitted. Section II is an outline on the design approach that was employed in the development and implementation of the NDEP Information Support System.

Finally, in an Appendix, we have provided information which can serve as a status report on our "promises" -- the ends that the contractor implied the program would be able to achieve if the means - the ISS - were developed. Although we still have another seven months of development work ahead, it could be helpful for all parties concerned to assess the work so far in a way which does not exclude, but goes beyond, what we delivered - that asks, "is the program any closer to its goals?"

As with most development contracts, E. F. Shelley and Company, Inc.'s original proposal cited needs and problems which, by implication, would be dealt with by the "means" to be delivered. Yet, most contract procedures hold contractors responsible only for the delivery of the "means", with few ways to maintain accountability for the problem solutions, etc., that were implied. Since the design approach we have been applying in this program is structured to keep these ends constantly in view as guide points for development, they may serve as well as criteria for judging our success.

# I. STATUS OF IMPLEMENTATION
December 1, 1972

## What Was to Be Done

On December 1, 1971, E. F. Shelley and Company, Inc, undertook the development of an information support system for the U. S. Office of Education's National Drug Education Program. We indicated that by the end of this one year's initial phase of development we would have:

A. Analyzed and defined the overall system requirements;

B. Developed the specification for a computer-based system;

C. Established an initial information support system on a manual basis. This integrated system of information collection and feedback would include these components:

1. A data base which contained, among other things, the activities, resources, and expected outcomes of ongoing projects and general design criteria that could be used to describe any project.

2. An information collection process and instruments that would serve the multiple functions of

    - self-monitoring for the local project;
    - identification of technical assistance needs for OE and NAC;
    - collecting those information elements which could ultimately be used to evaluate the overall effectiveness of the NDEP program and strategies.

3. Information processing and reporting capabilities with the nature, audience, and frequency of any specific reports to be determined as part of the development process.

D. Employed a design process that would allow the ISS to change as the program changed; that would provide information, during the development process, that could be used to meet some of the program's immediate needs; and which would incorporate continuing feedback and reaction to modify the system as it was implemented.

## Status of the ISS, December 1, 1972

Although the contract did not receive final approval until February 1972, E. F. Shelley and Company has been able to complete the system elements, as originally described, on schedule. Projected intermediate milestones for products had to be modified in some instances in order to begin the implementation within the original time frame.

### A. System Definition and Requirements

By December 1, 1972, the USOE NDEP management structure and information requirements had been defined and analyzed by the contractor. The results of these efforts can be found in the following documents:

1. Information Support Requirements for the Management of the National Drug Education Programs - October, 1971
2. Information Support Memo #1, January 3, 1972; #2 January 10, 1972
3. System Development Guidelines, March 17, 1972
4. Data Requirements and System Design, May 26, 1972
5. The Management Objectives of the USOE, National Drug Education Program, June 26, 1972 (Revised July 19, 1972)

### B. Specifications for a Computer-based System

By the end of the contract period, E. F. Shelley & Company had provided the general system description (see: Data Requirements and System Design, May 26, 1972); interim documentation for those programs that the contractor provided in order to produce needed reports for USOE (see: Interim Specifications, December 12, 1972); and a taxonomy that blended both an empirical view of the program and its philosophic orientation (see: Elements of the Information Support System - Data Element Dictionary -December 1, 1972).

### C. Initial Manual Information Support System

1. The design approach utilized by the contractor specified that all major requirements for information would utilize the regular operating information cycle of the program, i.e., the quarterly reporting system and proposals.

   Under this approach the original plan was that the March 31, 1972 quarterly information return from projects would serve to provide validated descriptive information on each project as an initial base for analysis and system design. The subsequent June 30 and September 30 quarterly mailings would then be part of the new quarterly reporting process, utilizing instruments and procedures developed during the first six months.

However, due to the three month loss of time in the beginning of the contract, the June 30 reports had to serve as the descriptive base, while the September 30 report became the initiation point for the new quarterly reporting process.

Results of the June 30 data collection effort have been provided in

Who Was Doing What to Whom, 1971-72 - The Activities and Targets of NDEP College and Community-based Projects. In addition, a similar computer-generated report on State Education Agency projects was provided.

Putting It All Together - Self Descriptions of NDEP College, Community, and State Projects, 1971-72.

Report on the Results of June 30, 1972 Survey - October 9, 1972 Evaluation Research Center, University of Virginia. (Draft only)

2. At the December 1, 1972 date, the following elements of the Information Support System had been completed in a form for initial implementation.

Project Growth Record - A self monitoring management process that serves as the vehicle to provide the Office of Education's project officer with information for monitoring and assistance, and OE program personnel with information for management.

Quarterly Project Summary - An instrument to capture much of the summary data that OE needs for reporting to other agencies, as well as for its own management.

Shared Experience Bank - An access repository for the positive and negative growth experiences of projects.

Regional Training Center Quarterly Report and Mini Grant Action Plan format.

Supplements to the OMB Application Forms - To facilitate the collection of additional information that the Office of Education requires.

Additionally, the contractor had worked on the definition and continuing development of the important personnel roles of the individuals associated with the system; specifically the information facilitator in the OE office, the OE project officer, and the information facilitator at the Regional Training Center.

3. Reports based upon the first quarter FY '73 data are being prepared at the time of this writing. However, in order to provide some information for the National Conference held November 28-30, 1972, several initial reports were generated from the quarterly data returned by the first sixty projects who sent back their materials.

Are NDEP Management Needs being Dealt With?

At a meeting February 22, 1972, a National Action Committee Task Force cited six critical needs and expectations for the NDEP.

*1) Information and communication needs: The various field projects need to know what OE is doing, planning and thinking. OE needs to have feedback as to what the field projects are doing and with what effects. That is, a current and consistently updated data base needs to be established.*

The development process was designed to create the initial data base from feedback about the management functioning of the 58 college and community-based projects. This became the OE Program Management component of the system. Subsequently, State projects and Regional Training Centers were added to this base.

The collection of this core of experiential information has been a "shaping" process designed to assist the local manager to reorganize his information environment around the needs of his target clients. This is the Local Project Management component. It should help him perceive needs, identify resources and potential linkage, and to assess his progress against his own criteria.

The first "tap" on this information is at the local level each time the basic management feedback process, the Growth Record, is filled out. On a quarterly basis, Action Plan and Accomplishment Reports are returned to NDEP along with Growth and Change Reports which capture the "process", i.e., what the project did, or learned, about the discrepancies.

This core of product and process information then serves many of the other needs identified by the NAC Task Force, as indicated below.

*...Furthermore, it would be helpful to have a repository of available materials and information such that the various field programs could have access to those resources. An effective communications system across all levels of OE Drug Education Program is needed.*

The information structure utilized to collect and analyze project information provides a basic "language" which can be used to organize the materials repository so that the information in it can be accessed in terms of problems (target/conditions) rather than solutions alone. This repository is the Shared Experience Bank.

*2) Training needs: The OE Staff wishes to develop more specific expertise in the drug education field. The various field projects wish to develop further expertise particularly with regard to affecting community change. Thus, technical assistance is required to train, advise, help clarify, and rethink goals and means.*

The base of management process information should provide a good share of the "what-works" information for training purposes, as well as serving to identify what the needs for training are.

The system has the potential to provide a Technical Assistance Management component. This aspect of the system will not be fully implemented until the Office of Education and National Action Committee confirm the necessary relationships.

*3) Coordination between the various types of projects and within the various regions is desirable.*

The principal contribution made by the ISS here is a consequence of the shaping of frames-of-reference around the needs of particular targets. If projects can perceive themselves in terms of the problem with which they are dealing, rather than the resources they are using, then this should permit a more accurate perception of others whose experiences might be relevant. A college-based and a Title III project might both be attacking the same problem, for instance, and never realize it because of the natural tendency to group projects according to funding sources or institutional characteristics.

*4) Assessments: We need to be able to define what we are trying to accomplish and also to assess whether we are accomplishing it.*

Applying here Oettinger's admonition that "chiefs" get better informed by having better informed Indians, we have operated under the assumption that first the local project must be able to define its purposes and assess its progress before any meaningful assessment can be provided for federal purposes.

This is especially true in the case of the 58 college and community projects that are classified as developmental. This means the criterion for measurement of success cannot be in the form of preconceived specifications, but rather, must be meaningful local criteria.

One of the purposes of the information collection process has been to facilitate the collecting of product and process feedback and assessment information on a regular basis, with the sine qua non that it must be meaningful first at the local level. In order for this to become regularized behavior, the NDEP has not required that this information be passed on to other federal agencies for evaluation purposes.

*5) Planning and advising: The OE needs to have available a pool of experts and consultants representing a wide spectrum of experiences and backgrounds that can be pulled together quickly and inexpensively to advise and consult on various issues as they come up. Such a pool would be a sounding board to reflect the perceptions and reactions of a wide spectrum of relevant people such as youth, noninterested people, representatives of OE projects and racial and ethnic groups. Planning on a long range basis is also needed.*

The system should help to identify "expertise" in relationship to the common language of problems, rather than means or activities. In terms of planning, once the system is fully operational, the NDEP ought to be able to develop a successively more sophisticated model of drug prevention project management behavior against which it could test new program ideas and strategies.

*6) The various field projects and the OE staff, as well as all personnel associated with the Office of Education Drug Education Program, need to feel recognized and feel that their particular expertise is being utilized.*

A fundamental assumption of this approach to the collection and use of problem-solving information is that all personnel are dependent on one another for experiential information.

For a local project manager, there should be two elements of motivation to be part of this process - (a) the identification of his problem and needs will help him to get technical assistance; and (b) the recognition that his experiences are needed in order to help others.

For the OE staff the motivational element should be the desire to help and facilitate.

## What Is Yet to Be Done

### A. Human Supporting Framework

As of December 1, 1972, the "hard" elements of the ISS had been established. The design and specifications had been completed, instruments developed and distributed, initial procedures established, and training for local projects scheduled and conducted. Information from the first quarterly cycle was in the process of analysis and report preparation. The ISS, at that point in time, entered its most critical period of development.

With each succeeding quarterly cycle of information feedback, the new relationships and roles will become apparent and must be strengthened until the flow can be maintained without outside assistance. Moreover, system components must be modified and refined to insure responsiveness to needs and requirements many of which appear only as live information begins to flow. The first several cycles, therefore, will have a significant shaping function for the operational system. They will serve both as a "shakedown cruise" for the technical components of the system, and as a development and implementation stage for the human supporting framework.

During the next phase of implementation, projects will be completing their first full cycle of accomplishments, reporting against their own action plans. Both learning and recognition of the system's value can begin at this point if parallel learnings are taking place at the "other end" of the system, that is, if Project Officer's at USOE begin to use the incoming information to diagnose and prescribe assistance, to link projects with mutual concerns, and to share understandings.

As the original proposal and contract indicated, one of the integral concepts upon which the development of the ISS has been based is that there is an inter-dependence between information and relationships. Relationships (especially new ones) between individuals or agencies require regular communication or flow of information in order to "set" them.

Conversely, the regular flow of valid information requires the establishment of trusting, supportive relationships.

## B. New Requirements

The expectations, structure and management information needs of the NDEP in December 1972 are not the same as they were in December 1971, or for that matter, December 1970. They reflect the dynamic changing context within which the program must operate.

Among the changes that can be expected to have impact on the information requirements of the system are:

1. An increasing emphasis on the provision of follow-up technical assistance at the eight Regional Training Centers (RTC's). This intensifies the need for regular, post-training information from the mini-grant teams, and has ramifications for the training that is provided to the teams in information management.
2. Changes in funding availability and levels.
3. The expanding role played by the SAODAP in evaluation. The expected studies to be undertaken by this agency during the next year may lighten somewhat the need for NDEP to undertake summative program evaluation studies. There will be no decrease in need, however, for the on-going management evaluations that the ISS makes possible; and additionally, the system must be able to respond to reasonable requests from SAODAP for information to utilize in the evaluation studies.
4. The long-range possibilities that elements of the NDEP will be combined with other federal programs into some form of regionalized national training system.

## Conclusions

Is the ISS contributing/to the NDEP's progress/toward its goals?

At this point in time, December 1, 1972, with the ISS in an early stage of field implementation, it is impossible to provide complete answers to that question. It is possible, however, to suggest the questions that one might ask in order to make that judgment as the process continues.

1. Does the ISS facilitate a project's assessing problems and developing solutions in a way that takes into account a broader view of an individual and the forces that influence him?

2. Does the ISS provide for the organizing of information in a target/problem frame-of-reference?

   a. Do projects have a regular way to define purposes in terms of actual effects on clients - output in terms of individual-related indicators?

   b. Do organizational decision-makers, at OE as well as in the field, feel that this information/management process provides greater potential for satisfaction and growth for their staffs and themselves?

   c. Does target-referencing make it easier to perceive potential relationships with other organizations or individuals?

3. Are educational institutions that utilize this management approach developing more learner-centered, and broader community-based programs for youth?

## II. THE DEVELOPMENT APPROACH

### What Were the Conditions?

To understand better the conditions that have influenced the development of the Information Support System it may be useful to compare this situation with the traditional way of designing an information system. This usually includes:

1. *A definition of the specific elements of information with which you will be working. This is handled by analyzing project proposals or reports to identify the descriptive words that they use.*

   In our proposal we had already stated that the way projects were describing themselves did not facilitate end-related management. Furthermore, we cited this as a problem with which we would try to deal by developing a "vocabulary" - or taxonomy - that was "people" and "problem" referenced rather than activity or means-referenced.

2. *A definition of the general program structure and hierarchy. This would usually include purposes, major components, relationships, and the related roles of personnel.*

   Any definition of the NDEP is hampered by the fact that the program grew reactively from a variety of funding sources and motivations. The unifying structure of the program had not been clarified below the level of stating certain general goals or process strategies.

3. *Determine the information needs that must be met.*

   Information to do what? Except for the identification of the external reporting requirements of OE - i.e., reports to HEW, Congress, etc., - the specific needs for decision-making information of the people at the local and national levels would be dependent upon the management roles they were playing. But the definition of these goals would require a better articulation of the program structure and the management strategies as well as an identification of how these new roles might be different from accustomed ones.

4. *Develop appropriate ways to collect information that is required and to make it accessible when needed.*

   We had already noted in our proposal that the "operationally-based" system would use the information developed in local project management to meet the information requirements at other levels.

5. *Test, modify, and implement the system.*

   The limited resources of the NDEP would not permit the luxury of developing the system externally. It would have to be developed and tested as part of actual use.

## The Development Process

To deal with these conditions required continuous interplay between the designers and the users of the system. It required that the development of the Information Support System become part of the national problem-solving process that was the NDEP. As we had stated in our proposal, "the design effort becomes part of the fabric of the program itself, is influenced by the program, and, in turn, affects program development."

What was required was that we deal with most of the development tasks concurrently rather than in a sequential manner. These inter-related and concurrent tasks included:

1. *The definition, in operational terms, of the NDEP approach to drug abuse prevention, project management and the use of information.* We had to define the NDEP approach in terms that had the same significance in all the components of the program, and define roles of people in terms of fundamental human behaviors that would not require major changes in motivation. The level that we determined was most appropriate for defining the program was "problem-solving management." Later, in preparing the system development guidelines, we noted, "it is important that the developers and users of the system recognize that its function is not to collect and use information, but rather to manage (or accomplish purposes) more effectively. The difference between these two perceptions of the purpose of this system can have a significant effect on its successful implementation and use."

2. *The identification of the information required for management decision-making, both internal and external.* We had to find common means to deal with the apparently dissimilar information needs of "problem-solving management" and conventional federal program administration. This effort culminated in the preparation of the NDEP Management Objectives cited previously.

3. *The structuring and aggregation of a taxonomy of information elements to meet the internal requirements of the program, and the external requirements of the federal system.* To develop a common language to permit projects to communicate, we had to utilize a modified empirical process which would lead, or shape, the manner in which a local project described itself. The June 30 data collection and the September 30 Quarterly Report were each designed steps in this shaping process. The result of this taxonomic effort was the development of the five functional categories which projects use to describe their activities. These categories are determined by manner in which an activity responds to the needs of an individual or organization.

4. *The development, or shaping, of personnel roles or behaviors.* We used the movement of information to make the new supportive relationships between individuals and organizations visible.

   As for the "actors" in the system, we could not concentrate on "changing" roles, but rather, we provided the opportunities for participants to grow into any new responsibilities through new relationships. This required the identification and description of tasks in terms of basic human motives (e.g., to help, to be recognized, etc.), then the provision of new alternatives and support to help them move in those natural directions.

   This evolutionary approach to role-changes was not free-form, but was a shaping process that helped individuals act or behave in certain ways before expecting them to have different attitudes or knowledge. An internal memorandum of January 3, 1972 regarding this particular development strategy pointed out...

   > "We have a contract to help meet the information needs of those trying to deal with drug abuse prevention and education. But this is more than just helping to identify and fill immediate needs as quickly as possible. We are trying to help the Office of Education establish a capability to anticipate and deal with those needs on a continuing basis as part of their regular management procedures...
   >
   > ...This is why we have to walk a careful line. We have to make sure that needs are met, but we also must try to assure, wherever possible, that it is the Office of Education that is taking the actions to meet them. For us this means every action we

> take should support some overt action on the part of someone at OE or NAC..."

5. *The meeting of needs for management information during the year.* We had to develop means to meet basic information reporting requirements without diluting the progress of the development effort. Each information collection effort was designed to meet some OE needs as well as to be a step in the "shaping" process toward the ultimate system of relationships.

6. *The development of specific ISS instruments and procedures.* Our criterion was that information and the process for gathering it should meet the needs of those who have to collect it. The best evidence of this concept can be found in the Project Growth Record.

   We attempted to maintain flexibility in the system by establishing first the basic functions of all the parts of the system and the relationships among them. We held these relatively constant while successively testing and modifying the visible elements, i.e., forms, reports, for appropriateness. In this way, we were always testing and using approximations of the whole system even though we might be concentrating on just one of its parts.

7. *Respond to unexpected changes in the environment or context in which the NDEP exists, e.g., new agency relationships with SAODAP, changes in funding levels, etc.* No one can be completely successful in anticipating and dealing with unexpected changes.

   In order to maximize the flexibility of the data which would be accessible for unanticipated needs, we utilized, in our design, a perception of the OE program which dealt with common management information requirements across all program elements. Thus, when both SAODAP and HEW began the implementation of new monitoring systems in mid-year, the NDEP was able to influence the nature of their information requests to assure that they would be compatible with the NDEP effort.

# APPENDIX

## STATUS CHECK ON A "PROMISE"

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## STATUS CHECK ON A "PROMISE"

### What Was the "Problem"?

Amidst all the rhetoric in program guidelines, proposals, testimony, etc., perhaps the simplest statement of the problem to which the NDEP addresses itself was made by Dr. Helen Nowlis in a presentation to a seminar at Hofstra University, September 10, 1971.

> "I believe...that drug abuse prevention is an area in which education can really help. But this depends on what we mean by education and by drug abuse...
>
> "I would like to distinguish briefly among three different kinds of education. The first one... is education equated with the imparting of information...in order to change opinion and, hopefully, behavior. It seldom takes into account the characteristics of different target groups. This is not what I mean by education.
>
> "There is a second kind of education which, still heavily depending upon information, begins to use some of the information that psychology and other behavioral sciences have developed and tries to tailor that information to the level of physical, psychological, social development of the individual.
>
> "I submit that even this is not enough, and what we really need to do is look at education as the facilitation of learning. It is not what we teach but what young people learn that is crucial. As soon as we begin to look at it in that way we have to recognize at least three things: One is that young people do not learn only what we choose to teach them. Young people learn in every waking hour. They learn not only what we intend to teach but they learn from what we do. If you look at the whole developmental process imitation is probably the greatest teacher that there is. We have to begin to examine the whole process of the facilitation of learning.
>
> "If we really want to modify behavior we need to ask. Where is he now? Where do we want him to go? How do we want him to change and how can we facilitate that change? And that 'he' is a very important factor because 'he' may be young or old,

> tall or short, white or black, privileged or underprivileged, advanced or retarded. If what we are going to do is zero in on that *individual*--because it's only the individual who can *change*--then I think we begin to recognize the enormity of the task that we have before us...
>
> "This is a challenge which goes far beyond the school and the classroom. If we begin to look at individuals and changing individual attitudes and behavior for whatever *goal*--and we often do not specify these goals clearly, *let* alone agree on them--then I think we must engage not only the school, the health professions, many other professions, but the *community*. Until we can all recognize that every *interaction* we have with a child, whether it be in the drug area or the health area or any other area, influences what that young person is learning we are not going to get very far.
>
> "What I see right now is that with all the good intentions in the world each one of us is doing his own thing, looking at only one particular part of the problem. And from the *point of view of the target of our concern* and intervention we are creating *confusion* and *all* of the conditions that will prevent growth and development and learning rather than promoting them.
>
> ---Helen Nowlis, Ph.D.

### What Were the Implied "Promises"?

The implied promise of the E. F. Shelley and Company, Inc. proposal was, in effect, to "operationalize" this view of education and drug prevention:

A. To develop a means for operating from the *point of view of the target of our concern.*

B. To permit young people to *learn from what we do,* by making it possible for organizations and individuals to model in their regular operations the supportive humanistic behavior that they ask the young to learn.

C. To make it possible for organizations to *zero in on individuals* by having a regular way to ask *Where is he now? Where do we want him to go? How do we want him to change?* and *How can we facilitate that change?*

D. To facilitate the involvement of *not only the school, the health professions and other professions, but also, the community.*

The progress toward fulfillment of these implied promises can be seen in the following series of excerpts from project documents during the course of the contract.

| EXCERPTS | APPENDIX PAGE |
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A. *"Operating from the Point of View of the Target of our Concern"*
(excerpts from "Information Support Requirements," Oct. 1971)

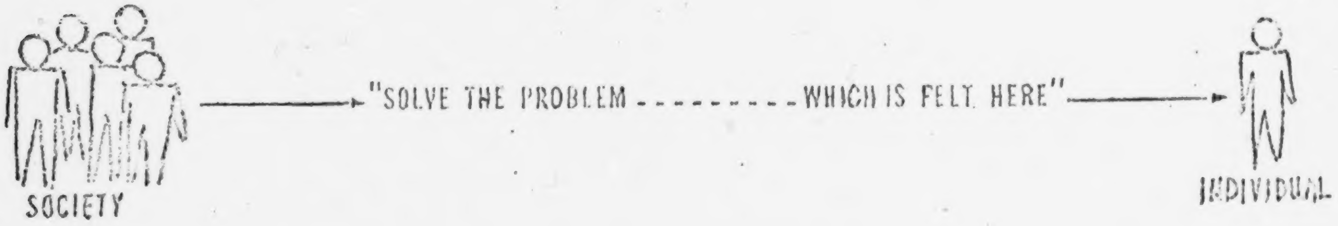
## Organizational Premises:

### The Frame-of-Reference

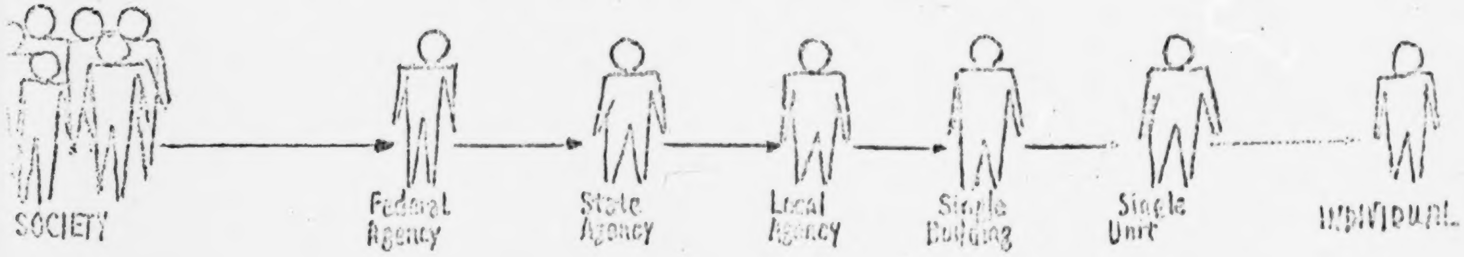
The manner in which the NDEP is organizing to serve this function cannot be understood merely by looking at their organization chart. Not only do organization charts of social agencies not contain all of the elements with which management must deal, but they are a contributing factor to their inability to organize for task, or goal-related, processes. The reason for this is that the partial view of institutional structure which these charts provide is too easily accepted as a frame-of-reference for a total reality.

To explain, it might be helpful to look again at the relationships between decision-makers in this process as it is currently perceived.

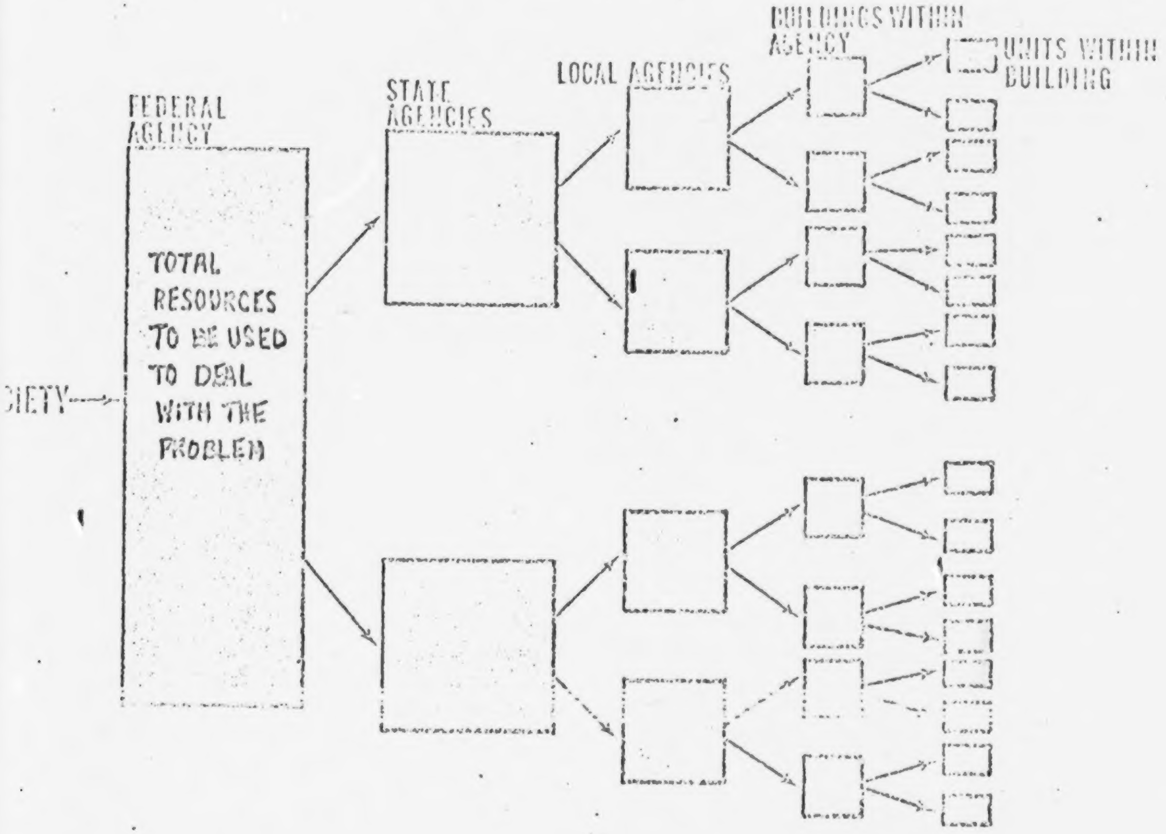
When society says "solve the problem" which impacts on an individual...


SOCIETY
"SOLVE THE PROBLEM ---------- WHICH IS FELT HERE"
INDIVIDUAL

...they envision the task being accomplished through the decisions of a series of agencies and individuals who will be making decisions to ultimately deal with the problem.

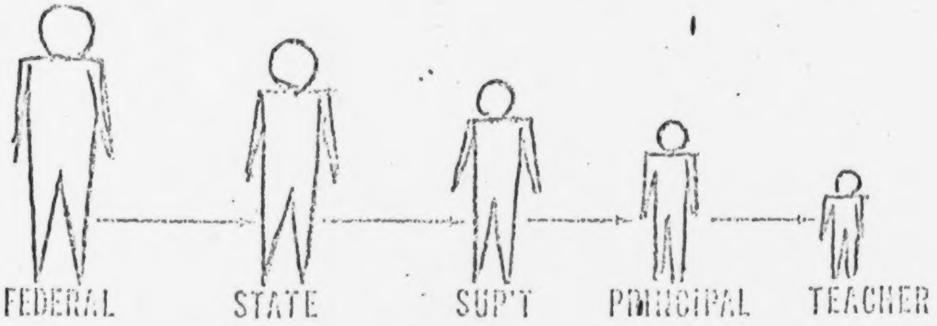


Resources are then distributed along this same pathway.

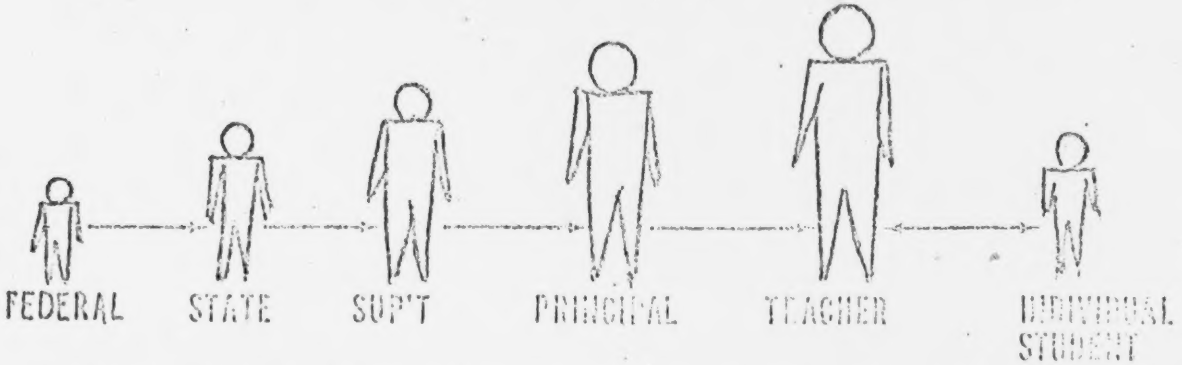


This framework is adequate for showing how quantitative resource decisions and decision-makers relate. Referenced as it is to inputs, it would present an inaccurate picture, however, if one were to attempt to use it to illustrate how each decision-maker in the process is related to the outcomes of their institutions, outcomes which, in the case of social institutions, are changes in, or effects on, individuals.

Yet, this inaccurate representation of reality is what happens when the diagram above is turned 90 degrees and becomes the standard pyramid organizational chart. As an example, these resource input relationships are used by many to judge the 'importance' of various roles individuals play in the process...



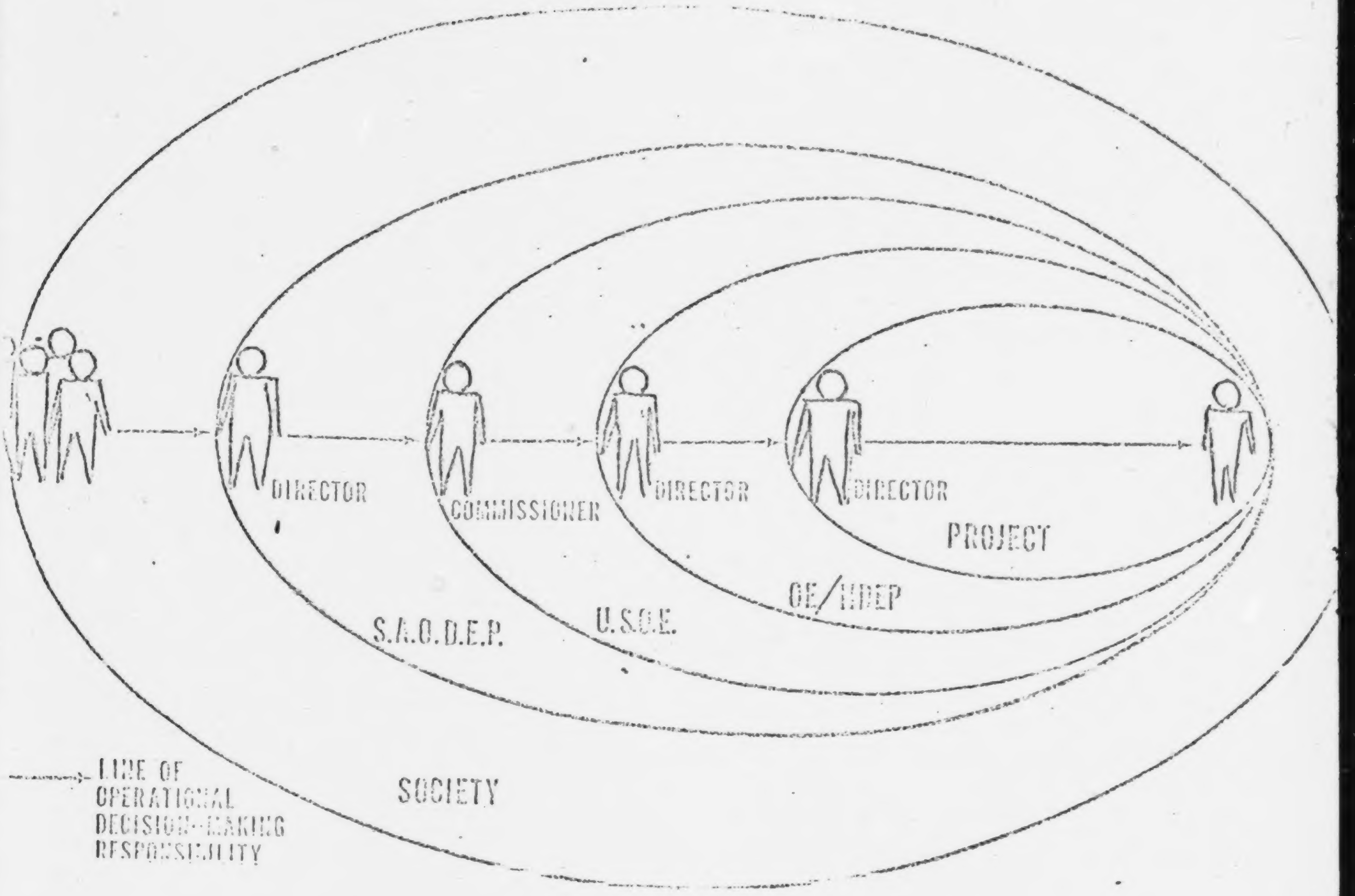
The diagram is a good illustration of how organizational charts can warp one's view and, in fact, contribute to the misconception that the most important decisions are made at the top--with those of less importance, naturally, being made further down the line. To the contrary, when viewing this as a client-centered process (how to help the person influenced by drugs), one can readily see that decisions which are most responsive to--and which can have the greatest effect on the individual are those made by the decision-maker closest to him. The relative 'importance' of roles might better be described in this way:



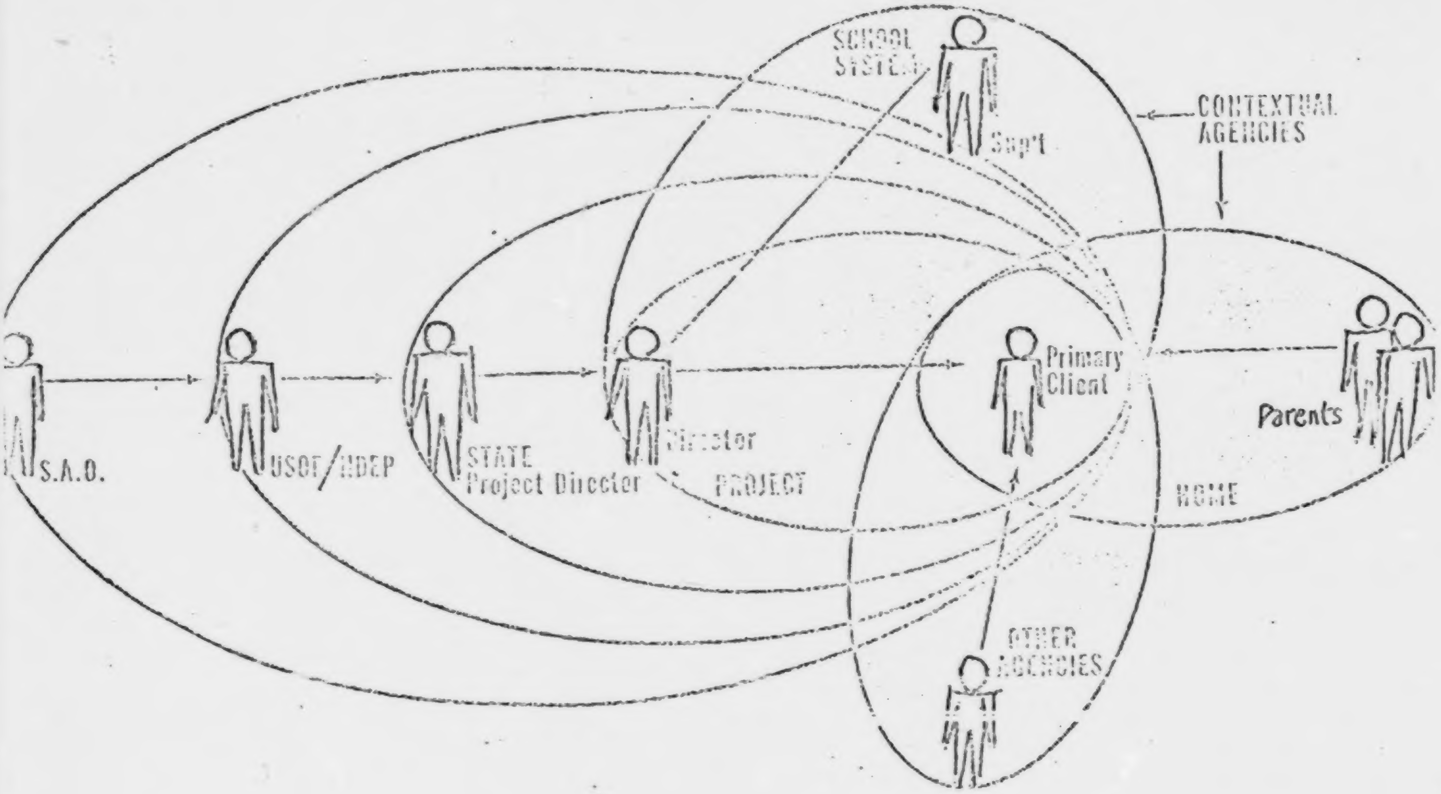
Because each decision-maker is not perceived, nor does he perceive his relations with others. in terms of a mutual relationship to outcomes, it is almost impossible for most social institutions to plan and operate client-centered, or other goal or purpose-oriented programs. Although the individual may think himself to be, or for that matter actually be, client-centered, the institution of which he is part cannot organize to provide the support which will permit him to continue to function that way.

In order to deal properly with the outcome-committed strategies which the NDEP is employing, it becomes necessary to conceptualize a different form of organizational relationship chart - one in which decision-makers can be perceived (and can perceive themselves) in relation to a different reference-point -- outcomes rather than inputs.

Just as a mercator and a polar map can represent the same portion of the earth's surface but appear to be different because they are drawn to different reference points, so will the diagram below appear to be unrelated to the familiar reality of the pyramid organization chart. However, the same decision-makers along the line of operational decision-making are represented here. Only this time they are shown in terms of the environments they manage through their decisions. Other decision-makers who can have an influence can also be plotted in termsof their relationship to the same end.



In this new framework decisions exist on a continuum. The closer a decision is to the point of output the more responsive it must be to individual needs. Conversely, the further away it is, the more responsible it must be to society for the efficient use of the resources put into the process. Note also, that on this chart each decision-maker deals with a "whole" -- an organic unit -- (e.g., a classroom, building, school system, etc.) rather than a fragment. Additionally, one can identify the individual most affected by the problem; those who can have most effect on him; and those who must, in each of their resource decisions, facilitate the responsive decision-making of all those closer to the problem. For example, a typical school-based drug education project during the 1970-71 program might be plotted as below:



This output, or client-centered, frame of reference will be helpful for exploring several of the premises underlying National Drug Education Program management strategies in the next section of our report.

It will be especially valuable for subsequently identifying the 'gaps' between people or organizations where information can be utilized in a linking role in order to establish new relationships.

(excerpts from System Development Guidelines, March 1972)

What is the logic of "target-relating" information for management? That is, why organize project planning and operating information with reference to an ultimate change in a target?

1 - Organizations/institutions are systems of individuals who relate to one another in terms of their relationships to a common purpose or end.

2 - The purpose of most organizations is defined in terms of the operating of "means" (activities-processes) - the expenditure of resources in set ways.

3 - Many of the problems of social organizations today - their lack of effectiveness, their seeming irrelevance - stem from the fact their operating purposes are no longer appropriate as ends.

4 - In social institutions, it is possible to deal with, and therefore define, purposes in terms of actual effects on the ultimate client - output in terms of an individual.

5 - If organizational decision-makers have a regular way to see their purposes in terms of people and to question their assumptions regarding means and ends from that reference point, they will, in fact, do this because of the greater potential for satisfaction and effectiveness.

6 - With purposes stated in "people"-terms, it becomes more possible to perceive how individuals, both within and without the present organization, relate to it, and therefore, to each other.

7 - These new relationships can serve as the skeleton of renewed institutions.

## B. *"Modeling the behavior you want others to imitate"*

(excerpts from Information Support Requirements, October 1971)

### The USOE/NDEP Approach:

The overall management strategy which has been evolved through the operation of the NDEP during 1970-71 is an ends-oriented approach which is similar to what some call the "medical or treatment" model. That is, it is a client-centered process based upon diagnosis and prescription at a point close to the problem, where actions can be responsive to specific needs (as contrasted to the traditional institution-centered process which is based upon expert prescription passed down from the top). The principal similarity to the medical model is that the "treatment" --or the approach to deal with the problem--is based upon an analysis by a "professional" of deviations or discrepancies from "norms", followed by application of experience and expertise to overcome the deviation. However, the approach differs from the medical model in the definition of the "professional" - the decision-maker with the requisite experience and knowledge to deal with the problem. In this application of problem-solving, the 'professional' is not thought of as an individual but rather as a coherent and coordinated group made up of individuals and/or agencies who share similar purposes but have differences in experience, knowledge or viewpoint. The diverse efforts and views of this group can be coordinated and maximized because the "problem" serves as the focal point around which their different perspectives can be related. This makes it possible for the diagnosis and prescription to be based upon a range of experience and the broadest possible view of the situation.

One of the advantages of this method is that it is not an add-on process, but permits the use of human and material resources, already part of funded programs, in such a way as to maximize their total effect.

A further benefit is that in this process the role of the Federal Government changes from an authority, and frequent critic, to one of a participant. There is a mutual recognition of interdependence - that is, the Federal Government carries the ultimate responsibility for the functioning of a process which makes it possible for others to realistically have the accountability for the product.

(excerpts from System Development Guidelines - March 1972)

For our purposes there are three distinctive elements of the NDEP approach:

The first is Problem-Solving - the recognition, and the continued emphasis, that there are no unitary answers available for the problem, and that they, therefore, are operating a problem-solving process.

IMPLICATIONS:

The significant consequences of a problem-solving mode for the information and management process are:

a - A common recognition of a problem can serve adequately as a catalyst and an initial point from which to develop new cooperative relationships among individuals and institutions. The target-relating of information should permit the description of problems in a "common language."

b - Problem-solving is a goal-related, cybernetic process requiring continuing information regarding present status relevant to goals. The Discrepancy Evaluation Model can provide an appropriate framework.

c - Local project management does not have to be retrained. Problem-solving, or the overcoming of barriers to accomplishment of goals, is natural human behavior.

(excerpts from ISS Data Requirements & System Design, May 1972)

System Operation Roles:

The successful operation of the NDEP Information Support System must contribute to the NDEP overall program purpose of "helping schools and communities to become aware of the nature of the drug problem and to develop strategies aimed at its causes." The System is structured to reflect certain roles and relationships among agencies and individuals. These roles are most understandable if one has a picture of how the management of the NDEP differs from conventional management of federal education programs.

| Conventional Program Management | National Drug Education Program Management |
|---|---|
| 1. Federal agency determines needs and established program delivery system. | 1. The local project/community is part of the process of determining the program, i.e., the project/community knows and expresses its needs and develops goals and a plan to meet those goals. |
| 2. Federal agency is responsible for the outcomes of the program. | 2. The project/community accepts responsibility for its own outcomes. |

| | |
|---|---|
| 3. There are "right and wrong" activities or ways to deal with a problem. | 3. The project/community concentrates on solving problems through dealing with many alternatives. There are few "wrong" alternatives, only some which are more approriate for a specific situation. |
| 4. The federal agency controls all information collection and delivery. | 4. The project/communities pull information from each other, from past and current experiences, from government agencies, other resources. |
| 5. Federal agency evaluates, tries to get "outcome" data but usually settles for measures of inputs, i.e, costs, resource use, numbers reached, etc. | 5. The projects/communities and the government evaluate their own progress, based upon observable changes using cooperatively developed measures, and build upon that knowledge for the next program cycle.<br>All participate in the learning process of experiencing, identifying, what happened, analyzing what the outcome were and generalizing those experiences so that they can be used in other situations. |

(excerpts from The Management Objectives of the NDEP, July 19, 1972)

Specific Program Management Activities FY 73

The accomplishment of the program operation and planning objectives on the previous page is the overall management tasks of the NDEP staff. On the pages which follow the specific tasks or activities, as well as the results of the activities, will be expressed only in terms of actions -- actions which OE/NDEP takes, and subsequent actions which it is anticipated will occur as a consequence of the OE/NDEP action...

As opposed to planning tasks which take place at specified times... the program operation tasks are basically responsive in nature. Instead of occurring at pre-planned times, they indicate a capability to respond to the needs of the program's clients when the need occurs.

Moreover, when one looks on the following pages at the relationships among the operating actions that take place at each level of this comprehensive problem-solving program -- e.g., national, state, local, and individual -- it becomes apparent that a principal management function at each level is to facilitate the problem-solving of the next subordinate level of the program. This is made possible through provision of training opportunities, access to information, and response to specific needs so that each intermediate agency can respond to the needs of its clients in a manner which models the ultimate "humanistic" (person-centered) condition which is the goal of the program. Program accountability, therefore, is for a process that assures outcomes, not just for the outcomes alone.

(Sample of one objective)

## OBJECTIVE

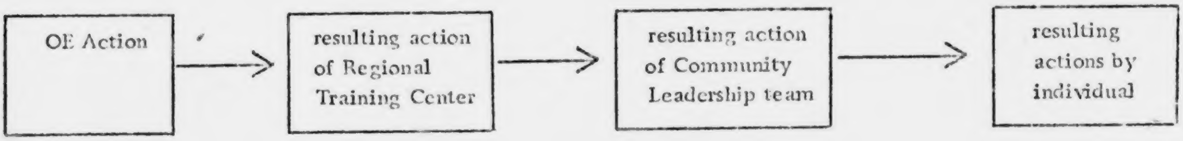
I. Support the development of 58 College and Community-based prototype projects so that they can increase their capability to assess the problems, needs, and resources of their impact area; develop and operate appropriate programs; and become increasingly independent of federal support.

## ACTIONS

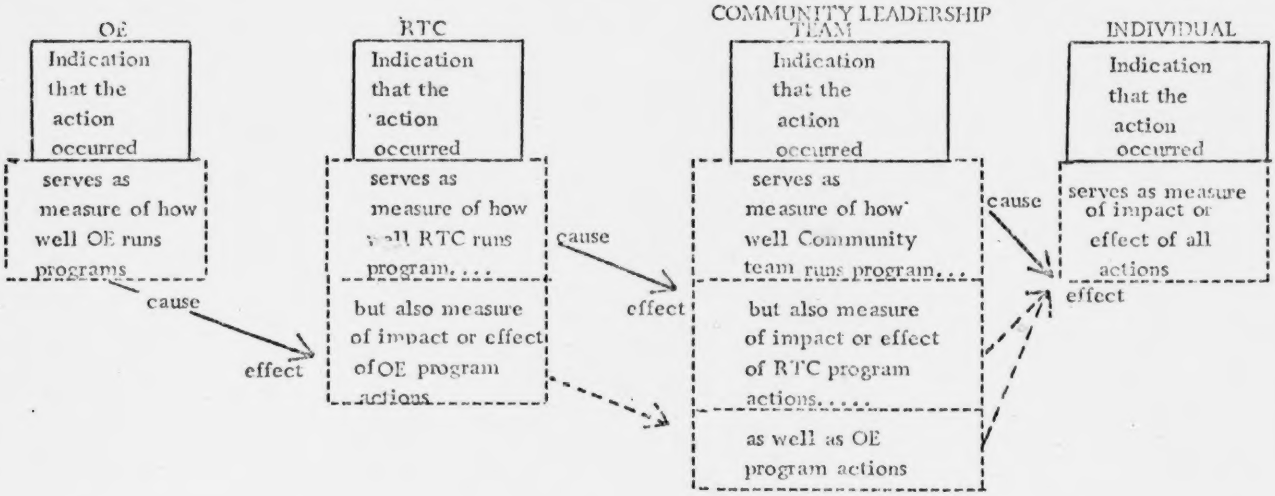
| WHAT OE/NDEP DOES | (to assure) → WHAT PROJECT DOES | (to affect) → WHAT INDIVIDUAL DOES |
|---|---|---|
| Monitor course and progress of project | Assesses community and project problems | Finds purposes to which he can relate; alternative "highs" |
| Respond to specific project needs -<br>- assistance in needs identification<br>- identification of resources | Assesses resources | Gets satisfaction from efforts in which he participates |
| Promote interchange of information<br>- informal<br>- formal -<br>- plan and conduct meetings<br>- newsletters | Develops programs appropriate to problems and resources | Finds reinforcement for a positive self-image |
| | Operates programs which attain the specific objectives planned through a process of continuing modifications; and which reflects<br>- youth involvement<br>- staff working as a team<br>- cooperation among agencies<br>- cooperation between home and school | Perceives consequences of drug abuse |
| | Decreases dependence on federal support | Does not abuse legal or illegal drugs |
| | | Accepts values of others |
| | | Communicates openly |

## PROGRESS MEASUREMENT

For each of the actions outlined in the previous sections there are acceptable indicators of whether or not they occur. These indicators serve as the measures of both how well programs are run (efficiency) and what happens because of the program (effectiveness). Thus, in the following situations --


OE Action
resulting action of Regional Training Center
resulting action of Community Leadership team
resulting actions by individual

--- The indicators that each action did take place serve both purposes, dependent upon whether the action is being viewed as a cause or an effect.


OE
Indication that the action occurred
serves as measure of how well OE runs programs
cause
effect
RTC
Indication that the action occurred
serves as measure of how well RTC runs program. . . .
but also measure of impact or effect of OE program actions
cause
effect
COMMUNITY LEADERSHIP TEAM
Indication that the action occurred
serves as measure of how well Community team runs program. . .
but also measure of impact or effect of RTC program actions. . . . .
as well as OE program actions
cause
INDIVIDUAL
Indication that the action occurred
serves as measure of impact or effect of all actions
effect

Additionally, these indicators when monitored over time serve as measures of change or growth.

C. Permitting organizations to "*Zero in on the individual by asking "Where is he now? Where do we want him to go? How do we want him to change and how can we facilitate that change?"*
(excerpts from ISS - What is it? - June 5, 1972)

The Information Support System is first and foremost a way for people who are working toward common ends to communicate and help one another.

For you in a local NDEP project it provides a way to capture and relate experiences you are having in a vocabulary keyed to the two main ingredients with which you deal -- people, and the particular nature of their problems. Sophistication in the methods of drug abuse prevention or project management is therefore not a prerequisite in order for intercommunication to be established among projects or between projects and the Office of Education. One needs only to know who, and what particular condition, he wants to have an impact on.

Utilizing this people-problem frame of reference the Information Support System provides:

- Project self monitoring process to help you to increase your awareness of the nature of the problems your project is dealing with, and of the resources you can draw upon;

- Shared experience bank and exchange process which can make it possible for the experiences you are having to help other projects solve their problems, and vice versa;

- Technical assistance component to assist the Office of Education and the National Action Committee in matching technical assistance resources to project needs, and to increase the number of alternatives they have access to in order to provide this help;

- Program management component to assist the Office of Education and the NAC in the management of the overall national effort.

The assumptions upon which the system is based are as follows:

1 - The one common reference point for any multi-agency social effort is the person at the end of the process upon whom each, in their way or at their level, hopes ultimately to have an impact - either directly or by changing his environment. If communication between agencies can be keyed to this point - the local project target - then the chances for understanding and inter-agency cooperation will be improved.

2 - Any exchange of information from one agency to another should be related to the operational problem-solving needs of both agencies.

3 - In a social problem-solving process the type of information that a decision-maker needs, regardless of the level of his decisions - local, state, federal - is basically the same.

- Who are having what problem?
- What are the resources potentially available for dealing with the problem?
- How can I combine these resources so that I can deal with the problem? (What alternatives do I have, what are others doing?)
- Am I having any impact on the problem?

(excerpts from the Project Growth Record, October 1972)

This PROJECT GROWTH RECORD has been developed to provide a general structure that you can use to record the type of growth information which will be of value—first to *you*, and then to the rest of the program. With this changeable "picture" of your project as a common base, your Project Officer can more readily identify needs for assistance, and other projects with similar concerns can share experiences with you.

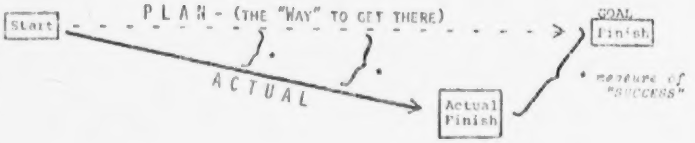
## SOME THOUGHTS ON THE GENERAL CONCEPT BEHIND THIS *GROWTH RECORD*

The problem of "seeing" growth has two dimensions. We frequently have difficulty seeing our own progress because we are so close to it. Others have difficulties perceiving it because the information which would best provide indications of growth does not lend itself to the "hard data" tables and summaries that most funding agencies call for.

How does one see and record the progress and growth of a project?

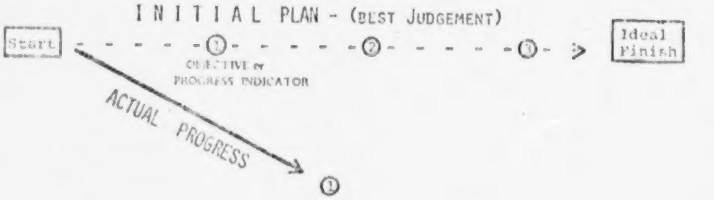
One way—if you know what and how something *should* be done—is to use these practices as standards, then measure how close an activity or project comes to them. Was everything done that was promised?, in the right order?, at the right time?

But what if you do not know what works beforehand? What if there are no proven "best ways" or standards? Obviously, the way you assess your progress and success must change. The change, however, is primarily in how you use the information that is available.

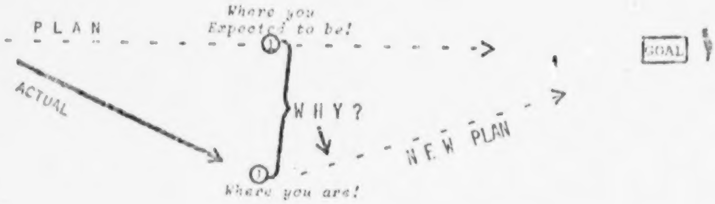


For example, the initial plan for a year should be seen as a project's best judgment of how to deal with a situation. This still provides "standards" or points toward which efforts are directed, but now they serve not as rigid criteria from which you will be judged, but rather as *checkpoints* from which you can reassess what has happened, and then set out again.

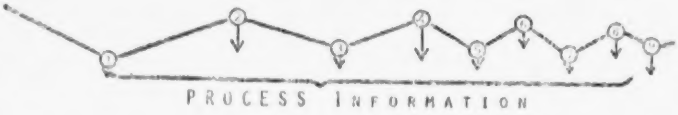
By using frequent checkpoints to assess your progress, it can be possible to find out much sooner whether the initial assessment of the situation and the expectations for what could be accomplished were accurate.


INITIAL PLAN - (BEST JUDGEMENT)
Start
①
②
③
OBJECTIVE or PROGRESS INDICATOR
Ideal Finish
ACTUAL PROGRESS
①

With many of your activities, there may be few differences between what you planned and what actually happened. In some, the differences may well be a *positive* one. But positive or negative, the value of noting this difference is not limited to merely finding out how close you came. Instead, the primary significance is for the *questions* that they raise—"what conditions affected your progress?"—"how can you take them into account as you develop new plans to reach your goal?"—"what alternatives do you have?" etc.



But is there not a threat involved in reporting deviations from plans? It should be obvious in dealing with the complexities of human behavior and social problems that individuals should not be held accountable for *deviations* from plans—but rather for *doing something* about them. When the growth of a project is seen as a continuing process of trial and error, then the main "information" concern is to collect relevant indications of progress at frequent enough intervals to identify and capitalize on new insights, as well as to catch problems before they become serious.



This growth recording process, which is the keystone of the NDEP Information Support System, is an attempt to facilitate the collection and sharing of this useful information.

(excerpts - Project Growth Record) continued

## HOW THIS WORKS

This project growth recording and reporting process consists of four components:

1) an ACTIVITY OVERVIEW checklist which provides the opportunity to update the picture of your project in USOE files;

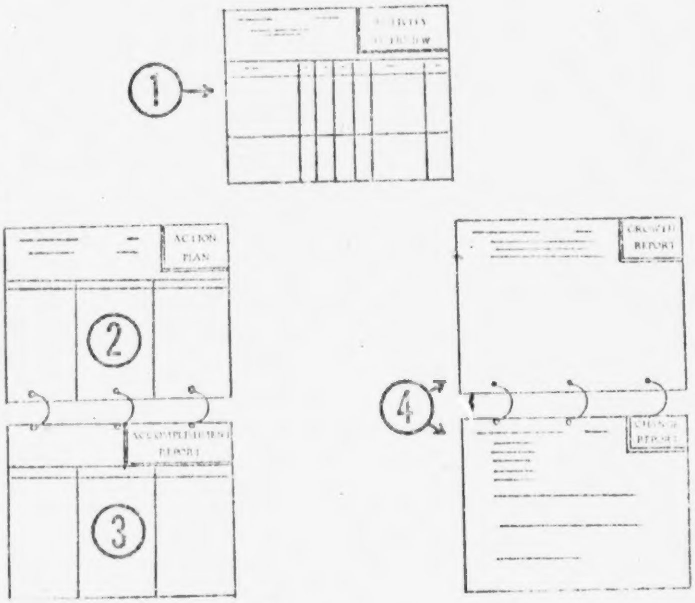
2) an ACTION PLAN to record your *expectation* for a specific activity for a three month period;

3) an ACCOMPLISHMENT REPORT to record *actual* results as of the end of a three month period;

4) GROWTH and CHANGE reports which permit you to "process" your experiences and express them in a less structured way. These are on the reverse sides of the Action Plan and Accomplishment Report.

As you open each section of this Record, you will find these reports in an order which facilitates an easy comparison of your actual accomplishments with your prior expectations; and any changes in plans with the experiences that may have influenced them.

At the end of each quarter, you will be asked to complete ACCOMPLISHMENT REPORTS covering the preceding three months; to compare them with your prior plans for that same quarter; and then, if you wish, to discuss any growth you have seen or changes you anticipate. Accompanying these reports should be your ACTION PLAN for the next quarter, and a revised ACTIVITY OVERVIEW checklist.



## THEN WHAT?

You will find as you work through these reports that they are not difficult, and in fact, the *process* of answering these questions - especially if staff and/or community is involved - can be as important as the "answers" themselves. They can serve as a catalyst for regular review and feedback sessions. Moreover, as the copies that you keep in this Record accumulate, they can provide a perspective which can permit you to see *patterns* and *directions* in conditions as well as in your responses to them. In fact, these forms have been designed and sequenced with this idea of local "processing" as a primary goal. They take into account the fact that when information is collected to be used in decision making, the person contributing the information is usually the last one to get any *reports* generated from it. Therefore, these collection instruments are designed to provide initial "reports" - that is, information upon which decisions and actions can be based - *without* additional processing. This occurs at the first 2 levels of decision-making - your's and that of your USOE Project Officer.

The first usable "report", then, consists of the insights that are frequently generated by a project itself as it reviews its experiences and its effects on people each quarter.

The second "report" that uses the information on these forms to influence action decisions occurs when your quarterly report arrives in Washington. Here, your Project Officer is provided with a way to understand the nature of the problems you are experiencing, and to determine what assistance he might be able to provide directly, or from consultants, through Shared Experience Banks, or by the provision of training opportunities. He will also be able to use these reports to identify experiences of yours for referral to other projects.

With many of the needs of these two most important levels of decision-making taken care of first, the information on these forms then contributes to the more traditional reports, summary tables and other compilations. These reports describing who is doing what, the problems and people that projects are dealing with, etc., will also be fed back to you - the originator of the information - but after the usual processing and printing delay.

One final note about what happens to information about problems or changes in plans that you may report on these forms. This information in its raw form contributes directly only to the decisions made by you and your Project Officer. It does not have to be reported beyond that point.

What will be tabulated, however, will be information about the "nature" of these changes or problems. This will permit decision-makers at the national program level to see developing needs across projects that could be effectively dealt with at meetings, workshops, or possibly with special materials.

## ACCOMPLISHMENT REPORT

covering

7/1/72 to 9/30/72
mo. day yr. mo. day yr.

Please return a copy of this form attached to your Quarterly Summary for this quarter.

ject: Gang Drug Prevention Program  Activity: Counselling & Referral

ECK CATEGORY OF SERVICE: ☒ DIRECT PERSONAL SERVICES ☐ INDIRECT PERSONAL SERVICES
☐ UCATION AND TRAINING ☐ INTER-ORGANIZATIONAL SERVICES ☐ PROJECT MANAGEMENT/ OPERATIONS

ase describe what was accomplished in the activities included under this category of service during the past quarter. Include just one distinct activity *per page. (*as listed in your Activity Overview.)

| AT YOU DID and WHEN | TO WHOM | | WHAT PROGRESS |
|---|---|---|---|
| at did you do to implement the principal activities under this category of service during the past quarter? When were these tasks accomplished? | Describe whom you did affect, influence or involve during the past quarter? Give the numbers of people involved in each principal activity? | | Your Plan for this quarter cited certain conditions this activity would try to affect. What indications do you have that there was an effect on, or change in, these conditions? |
| Individual counselling in office and on street re full range of personal problems - on-going<br>Group counselling session in storefront at 992 East 162 St, Bronx - on going<br>Conferences with regular YSA workers re problems of gangs and its members | WHO:<br>Ghetto Brothers<br>Black Spades<br>Savage Nomads<br>Savage Skulls<br>Turbans<br>Boricuas<br>Horsemen<br>Soul Brothers<br>Young Sinners | HOW MANY:<br>313 | 1. Better relationship between workers and youth as evidenced by increased no of sessions and frequency of contacts.<br>2. Increase in number of requests for service<br>3. Desire of gang members to either return to school or obtain a job<br>4. Recent interests among gang leaders in new drug prevention techniques<br>5. Referrals from YSA workers |

COMPARE THESE ACCOMPLISHMENTS* WITH YOUR ACTION PLAN FOR THIS QUARTER

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## GROWTH REPORT

covering

7/1/72 to 9/30/72
mo. yr. mo. yr.

Please return a copy of this form attached to your Quarterly Summary for this quarter.

Project: Gang Drug Prevention Program  Activity: Counselling & Referral

The space below is for your comments on what is happening in your project as activities change and grow in response to needs. Please write freely. You do not have to limit yourself to "positive" elements. Much value can also be derived from sharing the "what-went-wrong"s. The following are only suggestions of the types of information that can indicate what you are learning.

As you compared your Accomplishments last quarter with your earlier plans . . .

(a) You may have found that the assumptions you made about needs or conditions were not completely accurate. If so, what were the needs of the people you actually reached?

(b) Was there significant staff personal growth? What influenced it?

(c) Everything may have proceeded as planned. If so, what made it go? If not, what unexpected things occurred? How did you deal with them? Who did you involve? What alternatives did you have?

(d) Was there significant community involvement? What influenced it?

Gang Drug Prevention Program staff approached the youth through the Youth Services Agency worker assigned to each gang group. This strategy forced the Gang Drug Prevent ion Program to be both supportive of the gang and the regular YSA worker. Initially the YSA workers were most receptive to the Gang Drug Prevention Program staff functioning as a drug expert as they saw a need for specialized counselling and referrals to drug treatment program, as well as the development and infusion of follow-up supports.

At the same time there was cons iderable misund erstanding among both staffs around their role expectation as a youth worker. Many of the younger staff saw themselves as super gang leaders whose major role was to support the immediate needs of the gang members. These workers were incapable of understanding the reality that many of these youth had few marketable skills and were unable to deal with their own frustrations. The youth saw the worker as a tool they could use to further their own gang plans; and not as a positive adult role model who could assist them in working out both the group and their own problems.

Therefore, the major focus of the counselling effort was to help staff set limits with the youth and to effect some discipline and responsibility for the gangs acts. The focus of the counselling effort, which tended to be more formal than informal, was to first help the gang members look realistically at themselves and the group; and then to use specific problem solving techniques as a means of reinforcing the credibility of the worker and forming the basis for a constructive relationship.

NOTE: LEASE USE ADDITIONAL PAGES IF NECESSARY

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PROJECT: Gang Drug Prevention Program  ACTIVITY: Counsel

1. Will your ACTION PLAN for next quarter (on back of this page) be different from what you might have otherwise prepared, because of something you learned or noticed last quarter? If so, will it be a-

☒ Change in HOW you are going to provide the services?

☐ Change in the number and/or type of PEOPLE you now expect to affect?

☒ Change in your assumptions about their NEEDS, conditions or problems?

☒ Change in what you expect can be ACCOMPLISHED?

☐ Other________________

Comments:

Most service
More suitable
during first

Gang leaders
and service

Greater and m

2. What indications do you have that there is a continuing need for this specific activity?

Need is endemic of the gang phenomena. Older leaders are under-ed
personal problems that cannot be resolved through short term inter
place if staff can deal with full range of problems. Counselling
involvement in youth development activities.

. What evidence do you have of your community's present attitude toward this activity? of your

A visit to the Bronx, conversations with community leaders, and a
current confirms the need for service, etc.

4. How do you plan to confirm the changes, or effects you expect to have this quarter?

On going reporting by staff and resulting statistics will reflect
attitude can only be partly measured by the level of participation
Other than the above, have yet to know of a research instrument th
behavior.

---

Project: Gang Drug Prevention Program  Activity: Counsellin

CHECK CATEGORY OF SERVICE: ☒ DIRECT PERSONAL SERVICES ☐ INDIRECT
☐ EDUCATION AND TRAINING ☐ INTER-ORGANIZATIONAL SERVICES ☐

Please describe what you plan to accomplish in this category of service during the next quarter. Include just one distinct activity* per page. (*as listed on your Activity Overview)

| WHAT YOU PLAN TO DO and WHEN | TO WHOM |
|---|---|
| For each of the principle activities that you listed in this category on the Activity Overview, what are the main events or tasks that you plan to accomplish this quarter? When will they occur? | Describe who you plan to affect, influence or i during the coming quarter? Give numbers; est are fine. |
| Individual counselling in storefron and on street re full range of personal problems - on going<br>Group counselling session in storefront - on going<br>Conference with regular YSA workers re problems of gangs and its members | WHO:<br>Ghetto Brothers<br>Black Spades<br>Savage Nomads<br>Savage Skulls<br>Turbans<br>Boricuas<br>Horsemen<br>Soul Brothers<br>Young Sinners |

eferral

ICES

MANAGEMENT/
ONS

## ACCOMPLISHMENT REPORT

covering
7/1/72 to 9/30/72
mo. day yr. mo. day yr.

Please return a copy of this form attached to your Quarterly Summary for this quarter.

WHAT PROGRESS

Your Plan for this quarter cited certain conditions this activity would try to affect. What indications do you have that there was an effect on, or change in, these conditions?

1. Better relationship between workers and youth as evidenced by increased no of sessions and frequency of contacts.
2. Increase in number of requests for service
3. Desire of gang members to either return to school or obtain a job
4. Recent interests among gang leaders in new drug prevention techniques
5. Referrals from YSA workers

UR ACTION

## GROWTH REPORT

covering
7/1/72 to 9/30/72
mo. yr. mo. yr.

Please return a copy of this form attached to your Quarterly Summary for this quarter.

ervices Agency worker assigned to each
oth supportive of the gang and the
ang Drug Prevention Program staff
g and referrals to drug treatment

fs around their role expectation as a
ers whose major role was to support
understanding the reality that many
r own frustrations. The youth saw
ot as a positive adult role model
.

limits with the youth and to effect
ounselling effort, which tended to
istically at themselves and the
einforcing the credibility of the

NOTE: PLEASE USE ADDITIONAL PAGES IF NECESSARY

---

## CHANGE REPORT

covering
10/1/72 to 12/31/72
mo. day yr. mo. day yr.

PROJECT: Gang Drug Prevention Program ACTIVITY: Counselling & Referral

1. Will your ACTION PLAN for next quarter (on back of this page) be different from what you might have otherwise prepared, because of something you learned or noticed last quarter? If so, will it be a-

☒ Change in HOW you are going to provide the services?

☐ Change in the number and/or type of PEOPLE you now expect to affect?

☒ Change in your assumptions about their NEEDS, conditions or problems?

☒ Change in what you expect can be ACCOMPLISHED?

☐ Other________

Comments:

Most service wil be initiated through storefront
More suitable service referrals as result of development work during first quarter

Gang leaders and members are more aware of personal problems and service needs

Greater and more disciplined involvement in service

2. What indications do you have that there is a continuing need for this specific activity?

Need is endemic of the gang phenomena. Older leaders are under-educated, have few marketable skills and many personal problems that cannot be resolved through short term intervention. Gang redirection can only take place if staff can deal with full range of problems. Counselling and referrals are a pre-requisite to involvement in youth development activities.

. What evidence do you have of your community's present attitude toward this activity? of your staff's attitudes?

A visit to the Bronx, conversations with community leaders, and a torough reading of press reports and current confirms the need for service, etc.

4. How do you plan to confirm the changes, or effects you expect to have this quarter?

On going reporting by staff and resulting statistics will reflect program activity. However, changes in attitude can only be partly measured by the level of participation of individual or group in service. Other than the above, have yet to know of a research instrument that can effectively measure change in behavior.

NOTE: PLEASE USE ADDITIONAL PAGES IF NECESSARY.

---

## ACTION PLAN

covering
10/1/72 to 12/31/72
mo. day yr. mo. day yr.

Please return a copy of this form attached to your Quarterly Summary for this quarter.

Project: Gang Drug Prevention Program Activity: Counselling & Referral

CHECK CATEGORY OF SERVICE: ☒ DIRECT PERSONAL SERVICES ☐ INDIRECT PERSONAL SERVICES ☐ EDUCATION AND TRAINING ☐ INTER-ORGANIZATIONAL SERVICES ☐ PROJECT MANAGEMENT/OPERATIONS

Please describe what you plan to accomplish in this category of service during the next quarter. Include just one distinct activity* per page. (*as listed on your Activity Overview)

| WHAT YOU PLAN TO DO and WHEN | TO WHOM | | WHAT SHOULD BE DIFFERENT |
|---|---|---|---|
| For each of the principle activities that you listed in this category on the Activity Overview, what are the main events or tasks that you plan to accomplish this quarter? When will they occur? | Describe who you plan to affect, influence or involve during the coming quarter? Give numbers; estimates are fine. | | In terms of these people, what are the conditions or needs that you are trying to affect or change with this activity? Please describe these conditions in terms of "before" and "after". For instance, what do you assume them to be now what do you expect will be different by the end of quarter? |
| | WHO: | HOW MANY: | |
| Individual counselling in storefron and on street re full range of personal problems - on going<br>Group counselling session in storefront - on going<br>Conference with regular YSA workers re problems of gangs and its members. | Ghetto Brothers<br>Black Spades<br>Savage Nomads<br>Savage Skulls<br>Turbans<br>Boricuas<br>Horsemen<br>Soul Brothers<br>Young Sinners | 325 | Before: receptivity to service<br>awareness of problem<br>inability to cope with problems<br>After Willingness to acdept service<br>Return to school or obtain a job<br>Change in behavior |

## ACCOMPLISHMENT REPORT

covering

7 1 72 to 9 30 72
mo. day yr. mo. day yr.

Please return a copy of this form attached to your Quarterly Summary for this quarter.

Project: IDAHO
Activity: REGIONAL TEAMS

CHECK CATEGORY OF SERVICE: ☐ DIRECT PERSONAL SERVICES ☐ INDIRECT PERSONAL SERVICES
☒ EDUCATION AND TRAINING ☐ INTER-ORGANIZATIONAL SERVICES ☐ PROJECT MANAGEMENT/OPERATIONS

Please describe what was accomplished in the activities included under this category of service during the past quarter. Include just one distinct activity *per page. (*as listed in your Activity Overview.)

| WHAT YOU DID and WHEN | TO WHOM | | WHAT PROGRESS |
|---|---|---|---|
| What did you do to implement the principal activities under this category of service during the past quarter? When were these tasks accomplished? | Describe whom you did affect, influence or involve during the past quarter? Give the numbers of people involved in each principal activity? | | Your Plan for this quarter cited certain conditions this activity would try to affect. What indications do you have that there was an effect on, or change in, these conditions? |
| | WHO: | HOW MANY: | |
| We felt that the time and pressures on 6 or 7 people were too great and the job would be easier to accomplish if we enlarged each team to 12 - 16 members. Some started during the previous quarter. | Seven Regional teams | 85 | Local workshops were limited because the Regional teams were doing workshops to enlarge their teams. |
| | Local workshops | 450 | |

COMPARE THESE ACCOMPLISHMENTS WITH YOUR ACTION PLAN FOR THIS QUARTER

---

## GROWTH REPORT

covering

7 72 to 9 72
mo. yr. mo. yr.

Please return a copy of this form attached to your Quarterly Summary for this quarter.

Project: IDAHO
Activity: REGIONAL TEAMS

The space below is for your comments on what is happening in your project as activities change and grow in response to needs. Please write freely. You do not have to limit yourself to "positive" incidents. Much value can also be derived from sharing the "what-went-wrong"s. The following are only suggestions of the types of information that can indicate what you are learning.

As you compared your Accomplishments last quarter with your earlier plans . . .

(a) You may have found that the assumptions you made about needs or conditions were not completely accurate. If so, what were the needs of the people you actually reached?

(b) Was there significant staff personal growth? What influenced it?

(c) Everything may have proceeded as planned. If so, what made it go? If not, what unexpected things occurred? How did you deal with them? Who did you involve? What alternatives did you have?

(d) Was there significant community involvement? What influenced it?

Since all of the Regional teams are made up completely of volunteers, it was felt that twoo much time was involved for each individual. Each was expanded so that we basically have the following team composition: four youth (15 - 18), two educators, two mental health, two law enforcement, two housewives, and two ministers. We did lose a few team members, but in general they remained enthused and dedicated to this educational effort.

Additional team members came from previous workshops on the community level.

NOTE: PLEASE USE ADDITIONAL PAGES IF NECESSARY

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PROJECT: IDAHO
ACTIVITY:

1. Will your ACTION PLAN for next quarter (on back of this page) be different from what you might have otherwise prepared, because of something you learned or noticed last quarter? If so, will it be a-

Comments:

☐ Change in HOW you are going to provide the services?
☐ Change in the number and/or type of PEOPLE you now expect to affect?
☐ Change in your assumptions about their NEEDS, conditions or problems?
☐ Change in what you expect can be ACCOMPLISHED?
☐ Other

No basic changes

2. What indications do you have that there is a continuing need for this specific activity?

Increased number of requests coming from the local level.

3. What evidence do you have of your community's present attitude toward this activity? of you

The spin-off from workshops and the additional requests was
the time element for each person, The staff (Regional tea
capacity.

4. How do you plan to confirm the changes, or effects you expect to have this quarter?

Constant evaluation

---

Project: IDAHO
Activity:

CHECK CATEGORY OF SERVICE: ☐ DIRECT PERSONAL SERVICES ☐ INDIR
☒ EDUCATION AND TRAINING ☐ INTER-ORGANIZATIONAL SERVICES

Please describe what you plan to accomplish in this category of service during the next quarter. Include just one distinct activity* per page. (*as listed on your Activity Overview)

| WHAT YOU PLAN TO DO and WHEN | TO WHOM |
|---|---|
| For each of the principle activities that you listed in this category on the Activity Overview, what are the main events or tasks that you plan to accomplish this quarter? When will they occur? | Describe who you plan to affect, influence during the coming quarter? Give number are fine. |
| | WHO: |
| Finish enlarging each team. Provide as many local workshops as possible. | Regional teams |
| | Social Seminar |
| Social Seminar training for key team members | Workshops |

REGIONAL TEAMS

IRECT PERSONAL SERVICES

ICES ☐ PROJECT MANAGEMENT/ OPERATIONS

ervice

## ACCOMPLISHMENT REPORT

covering

7 1 72 to 9 30 72
mo. day yr. mo. day yr.

Please return a copy of this form attached to your Quarterly Summary for this quarter.

| | | WHAT PROGRESS |
|---|---|---|
| influence or involve<br>e numbers of people<br>ity? | | Your Plan for this quarter cited certain conditions this activity would try to affect. What indications do you have that there was an effect on, or change in, these conditions? |
| | HOW MANY: | |
| | 85 | Local workshops were limited because the Regional teams were doing workshops to enlarge their teams. |
| | 450 | |

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ER

## GROWTH REPORT

covering

7 72 to 9 72
mo. yr. mo. yr.

Please return a copy of this form attached to your Quarterly Summary for this quarter.

NAL TEAMS

ities change
elf to "positive"
The following are

eeded as planned.
If not, what unex-
How did you deal
involve? What

munity involvement?

lunteers, it was felt that twoo much time was involved
have the following team composition: four youth (15 - 18),
ousewives, and two ministers. We did lose a few team
to this educational effort.

community level.

NOTE: PLEASE USE ADDITIONAL PAGES
IF NECESSARY

---

## CHANGE REPORT

covering

10 1 72 to 12 31 72
mo. day yr. mo. day yr.

PROJECT: IDAHO ACTIVITY: REGIONAL TEAMS

1. Will your ACTION PLAN for next quarter (on back of this page) be different from what you might have otherwise prepared, because of something you learned or noticed last quarter? If so, will it be a-

☐ Change in HOW you are going to provide the services?

☐ Change in the number and/or type of PEOPLE you now expect to affect?

☐ Change in your assumptions about their NEEDS, conditions or problems?

☐ Change in what you expect can be ACCOMPLISHED?

☐ Other______________________

Comments:

No basic changes

2. What indications do you have that there is a continuing need for this specific activity?

Increased number of requests coming from the local level.

3. What evidence do you have of your community's present attitude toward this activity? of your staff's attitudes?

The spin-off from workshops and the additional requests was the reason to enlarge the team to cut down on the time element for each person, The staff (Regional teams) show their attitude by continuing in a volunteer capacity.

4. How do you plan to confirm the changes, or effects you expect to have this quarter?

nstant evaluation

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## ACTION PLAN

covering

10 1 72 to 12 31 72
mo. day yr. mo. day yr.

Please return a copy of this form attached to your Quarterly Summary for this quarter.

Project: IDAHO Activity: REGIONAL TEAMS

CHECK CATEGORY OF SERVICE: ☐ DIRECT PERSONAL SERVICES ☐ INDIRECT PERSONAL SERVICES ☒ EDUCATION AND TRAINING ☐ INTER-ORGANIZATIONAL SERVICES ☐ PROJECT MANAGEMENT/ OPERATIONS

Please describe what you plan to accomplish in this category of service during the next quarter. Include just one distinct activity* per page. (*as listed on your Activity Overview)

| WHAT YOU PLAN TO DO and WHEN | TO WHOM | | WHAT SHOULD BE DIFFERENT |
|---|---|---|---|
| For each of the principle activities that you listed in this category on the Activity Overview, what are the main events or tasks that you plan to accomplish this quarter? When will they occur? | Describe who you plan to affect, influence or involve during the coming quarter? Give numbers; estimates are fine. | | In terms of these people, what are the conditions or needs that you are trying to affect or change with this activity? Please describe these conditions in terms of "before" and "after". For instance, what do you assume them to be now what do you expect will be different by the end of quarter? |
| | WHO: | HOW MANY: | |
| Finish enlarging each team. Provide as many local workshops as possible. | Regional teams | 85 | Continue with local workshops with added help from the Social Seminar materials. |
| Social Seminar training for key team members | Social Seminar | 30 | |
| | Workshops | 600 | |

D. *Facilitate the involvement of not only the school, the health professions, -- other professions, but also the community*
(excerpts from Information Support Requirements, October 1971)

What then is the appropriate role in this process for the educator?

Note: The question under discussion is not, "What is the role for education?" Everyone involved in drug prevention, treatment, and rehabilitation is, in effect, an 'educator' since their mutual goal is a change in individual behavior, and education is the process which has as its consequence changes in people.

The U. S. Office of Education recognizes that it is only part of this larger 'educational' system. But if the mutual change objective of all the agencies involved is to be achieved, each must be able to contribute, not only in terms of its appropriate expertise for the portion of the problem it has access to, but also with full recognition that drug abuse prevention, treatment and rehabilitation are interdependent parts of a single problem, not separate problems. Effective solutions to drug problems can only come, therefore, by the pooling of influence through coordinated or cooperative approaches.

Within this context, what then are the most appropriate roles for professionally-trained personnel -

a) who have major access to the overwhelming majority of school-age youth who have not ever taken drugs (75%) or may be only experimenting with them (23%); and who have this access at the most influential time in the lives of these youth;

b) who have in every community, a publicity-funded base (the school) which as an institution usually gets the largest share of the community's human services budget;

c) who have specific expertise in knowing how to formulate experiences to change behavior, i.e., designing and presenting instruction?

Without attempting to limit the many other roles for educators which will be suitable in specific situations, one might answer the above question by identifying, as has the NDEP, at least three general areas in which the expertise and the potential influence of educational personnel can be most appropriately applied.

These are:

a) assuring that the human and material resources of the institution of education become part of the solution to drug problems, rather than part of the conditions which cause them;

b) designing specific training experiences -- not only for the young person in the classroom setting, but for all types of people who share influence in this young person's environment (at home, in the community, and in the larger school setting), who, therefore, also share responsibility for drug abuse prevention;

c) from their established community base, facilitating the involvement and the linkage between programs which will permit prevention, treatment, and control to be dealt with in a coordinated manner.

Project: ______________________ Activity: ______________________

CHECK CATEGORY OF SERVICE: ☐ DIRECT PERSONAL SERVICES ☐ INDIRECT PERSONAL SERVICES

☐ EDUCATION AND TRAINING ☑ INTER-ORGANIZATIONAL SERVICES ☐ PROJECT MANAGEMENT/OPERATIONS

Please describe what was accomplished in the activities included under this category of service during the past quarter. Include just one distinct activity *per page. (*as listed in your Activity Overview.)

| | | | |
|---|---|---|---|
| WHAT YOU DID and WHEN | TO WHOM | | WH |
| What did you do to implement the principal activities under this category of service during the past quarter? When were these tasks accomplished? | Describe whom you did affect, influence or involve during the past quarter? Give the numbers of people involved in each principal activity? | | Your Plan for this<br>this activity woul<br>you have that the<br>these conditions? |
| | WHO: | HOW MANY: | |

COMPARE THESE ACCOMPLISHMENTS WITH YOUR ACTION PLAN FOR THIS QUARTER

# ACCOMPLISHMENT REPORT

covering

____________ to ____________
mo. day yr. mo. day yr.

Please return a copy of this form attached to your Quarterly Summary for this quarter.

Activity: ____________________

☐ DIRECT PERSONAL SERVICES ☐ INDIRECT PERSONAL SERVICES

NING ☑ INTER-ORGANIZATIONAL SERVICES ☐ PROJECT MANAGEMENT/ OPERATIONS

n the activities included under this category of service
e distinct activity *per page. (*as listed in your

| | TO WHOM | | WHAT PROGRESS |
|---|---|---|---|
| id<br>ring the<br>nplished? | Describe whom you did affect, influence or involve during the past quarter? Give the numbers of people involved in each principal activity? | | Your Plan for this quarter cited certain conditions this activity would try to affect. What indications do you have that there was an effect on, or change in, these conditions? |
| | WHO: | HOW MANY: | |

ARE THESE ACCOMPLISHMENTS WITH YOUR ACTION
PLAN FOR THIS QUARTER

Project:______________________________ Activity:__________________________

The space below is for your comments on what is happening in your project as activities change and grow in response to needs. Please write freely. You do not have to limit yourself to "positive" incidents. Much value can also be derived from sharing the "what-went-wrong"s. The following are only suggestions of the types of information that can indicate what you are learning.

As you compared your Accomplishments last quarter with your earlier plans . . .

(a) You may have found that the assumptions you made about needs or conditions were not completely accurate. If so, what were the needs of the people you actually reached?

(b) Was there significant staff personal growth? What influenced it?

(c) Everything may have proceeded as planned. If so, what made it go? If not, what unexpected things occurred? How did you deal with them? Who did you involve? What alternatives did you have?

(d) Was there significant community involvement? What influenced it?

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## GROWTH REPORT

covering

__________ to __________

mo. yr. mo. yr.

Please return a copy of this form attached to your Quarterly Summary for this quarter.

Activity: ____________________

nents on what is happening in your project as activities change
ease write freely. You do not have to limit yourself to "positive"
e derived from sharing the "what-went-wrong"s. The following are
formation that can indicate what you are learning.

nments last quarter with your earlier plans . . .

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so, what
you actually

sonal growth?

(c) Everything may have proceeded as planned. If so, what made it go? If not, what unexpected things occurred? How did you deal with them? Who did you involve? What alternatives did you have?

(d) Was there significant community involvement? What influenced it?

NOTE: PLEASE USE ADDITIONAL PAGES
IF NECESSARY

Project: ______________________________ Activity: ____________________

CHECK CATEGORY OF SERVICE: ☐ DIRECT PERSONAL SERVICES ☐ INDIRECT PERSONAL SERVICES

☐ EDUCATION AND TRAINING ☐ INTER-ORGANIZATIONAL SERVICES ☐ PROJECT MANAGEMENT/ OPERATIONS

Please describe what you plan to accomplish in this category of service during the next quarter. Include just one distinct activity* per page. (*as listed on your Activity Overview)

| WHAT YOU PLAN TO DO and WHEN | TO WHOM | | WHAT |
|---|---|---|---|
| For each of the principle activities that you listed in this category on the Activity Overview, what are the main events or tasks that you plan to accomplish this quarter? When will they occur? | Describe who you plan to affect, influence or involve during the coming quarter? Give numbers; estimates are fine. | | In terms of these<br>that you are tryi<br>Please describe t<br>"after". For inst<br>what do you expe |
| | WHO: | HOW MANY: | |

## ACTION PLAN

covering

____________ to ____________
mo. day yr. mo. day yr.

Please return a copy of this form attached to your Quarterly Summary for this quarter.

Activity: ____________________

SERVICE: ☐ DIRECT PERSONAL SERVICES ☐ INDIRECT PERSONAL SERVICES

ON AND TRAINING ☐ INTER-ORGANIZATIONAL SERVICES ☐ PROJECT MANAGEMENT/ OPERATIONS

plan to accomplish in this category of service during the next
distinct activity* per page. (*as listed on your Activity Overview)

| D and WHEN | TO WHOM | | WHAT SHOULD BE DIFFERENT |
|---|---|---|---|
| ctivities that you<br>he Activity Overview.<br>or tasks that you plan to<br>When will they occur? | Describe who you plan to affect, influence or involve during the coming quarter? Give numbers; estimates are fine. | | In terms of these people, what are the conditions or needs that you are trying to affect or change with this activity? Please describe these conditions in terms of "before" and "after". For instance, what do you assume them to be now; what do you expect will be different by the end of quarter? |
| | WHO: | HOW MANY: | |

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PROJECT:____________________ ACTIVITY:____________________

1. Will your ACTION PLAN for next quarter (on back of this page) be different from what you might have otherwise prepared, because of something you learned or noticed last quarter? If so, will it be a-

Comments:

☐ Change in HOW you are going to provide the services?

☐ Change in the number and/or type of PEOPLE you now expect to affect?

☐ Change in your assumptions about their NEEDS, conditions or problems?

☐ Change in what you expect can be ACCOMPLISHED?

☐ Other____________________

2. What indications do you have that there is a continuing need for this specific activity?

3. What evidence do you have of your community's present attitude toward this activity? of your staff's attitudes?

4. How do you plan to confirm the changes, or effects you expect to have this quarter?

NOTE: PLEASE USE ADDITIONAL PAGES

# CHANGE REPORT

covering

____________ to ____________
mo. day yr. mo. day yr.

ACTIVITY: ______________________

next quarter (on back of this page)
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noticed last quarter? If so, will it be a-

Comments:

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umptions about their
or problems?

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ve that there is a continuing need for this specific activity?

ve of your community's present attitude toward this activity? of your staff's attitudes?

irm the changes, or effects you expect to have this quarter?

NOTE: PLEASE USE ADDITIONAL PAGES IF NECESSARY.

E.F. SHELLEY AND COMPANY, INC.
1730 Rhode Island Avenue, N.W., Washington, D.C. 20036 • (202) 293-5800

# FINAL REPORT
# on the
# Development of the
# National Drug Education Program
# INFORMATION SUPPORT SYSTEM

## Part Two

Prepared for the
U. S. Office of Education
National Drug Education Program
under
subcontract #97233, to OEG-0-70-2068-(725)
National Action Committee - University of Rochester

September 1973

NEW YORK AND WASHINGTON

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# INTRODUCTION

This report supplements the comprehensive Final Report on the Development of the National Drug Education Program (NDEP) Information Support System prepared by E. F. Shelley and Company, Inc., and submitted in December 1972. In the December report the implementation and growth of the system was summarized; the design approach was discussed; and sample information collection instruments were provided. This supplemental document completes the development report. It is in two parts: first, a summary of the development of an information support process for the Regional Training Center component of the U. S. Office of Education program; and second, a description and sample of all of the current reports generated from the data in the system with a discussion of their relationship to the problem-solving strategies of the NDEP.

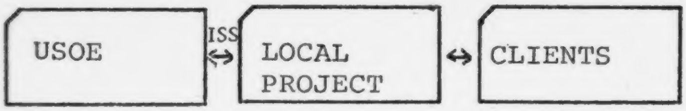
## I. INFORMATION SUPPORT FOR THE DEVELOPMENT AND OPERATION OF THE HELP COMMUNITIES HELP THEMSELVES COMPONENT OF THE NATIONAL DRUG EDUCATION PROGRAM

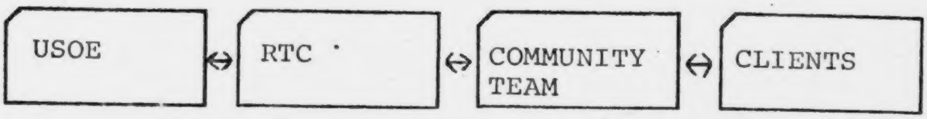
### New Task and Opportunity

With the announcement in early 1972 of a new component of the NDEP - Help Communities Help Themselves - the contractor was afforded the opportunity to apply, in a slightly different context, the information management principles upon which the information support system was based. The contextual differences included:

A. The system would not be implemented in an on-going program, but would be developed concurrent with the growth of a new program. This could provide the opportunity to maximize the mutual effects that information can have on the development of a program, and, in a similar fashion, that the program participants can have on the shape of an information system.

B. There would be an additional level of management and information involved. The regular ISS deals primarily with reporting between the funded college, community, and state projects and the federal government.





In the new program the Regional Training Center was, in effect, USOE's "project". Correspondingly, the mini-grant team was the regional training center's project, but with a difference. The mini-grant team could not be required to submit reports, or other information since they would receive no program funds beyond travel and per diem for two weeks of training.

This new component of the National Drug Education Program could provide a testing ground for two of the hypotheses upon which the system had been based. First, that information flow is a visible form of energy that can be used to trace the basic structures of human relationships in an organization. Thus, when creating a new organization and, as in this case, an organization with parts spread nationwide, - information could be used as a tool to initially establish new relationships, and then reinforce them as they take hold. Secondly, that learning or growth or development is dependent upon the information that the individual or organization exchanges with its surroundings.

Program Context

A knowledge of what the Office of Education tried to do in this program is basic to understanding the development of the supporting information system.

There had been evidence since the early days of the National Drug Education Training Program that a federal grant, as a means to accomplish some good purpose, actually can prove to be counterproductive. These grants many times become ends in themselves, consuming a good share of local energy in the process of getting it, spending it to "look good", and then, for the last six months of the program, trying to get another one. Moreover, because only one agency in a community usually can be given the responsibility for the grant, the federal money seldom creates the atmosphere for true cooperative endeavors.

This insight, combined with a need to deal with both primary and secondary drug abuse prevention, that is, to deal with both individual drug abuse behavior and the environment that influences it, resulted in 1972 in the Help Communities Help Themselves component of the NDEP. In this program USOE proposed to provide local communities with the resources to send a team of five to six individuals for two weeks of training. This training was to provide initial insights into the nature of the local problem, and initial skills to identify and organize resources in the community to so something about it. The two week training would be complemented by technical assistance for a period of a year thereafter.

In order to provide the training, the USOE established training centers in each of the eight regions of the country.

Anticipating the need for information to support the program development and operation, the USOE required each training center to have a staff position for an information handler. This position was universally seen at that time as a "data clerk". Additionally, the USOE modified the scope of work, being performed, at that time, by E. F. Shelley and Company, Inc., for the development of the Information Support System, to include facilitation of the development of means to deal with the Training Center's information needs.

## Significant Factors in the Development and Operation of the HCHT Program

Because the development of the program and the infomration system proved to be mutually dependent, they cannot easily be described separately for the purposes of this report. This section is organized, therefore, according to those elements, which, in retrospect, appear to have been most significant to program growth.

### 1. Starting With a Clear Philosophical Direction and Stated Outcomes

The entire National Drug Education Program operates within the social psychological perception of human growth. Within this view it is felt that any attempt to influence individual human behavior must deal with the environment that supports and influences the behavior at the same time as it is dealing with the individual.

This philosophical orientation is expressed in the humanistic management strategies employed by the NDEP. (See pp. A-1 - A-15, December 1972 Report.) In these strategies, "humanistic" is defined as the capability to respond to the needs of individuals. Each level of program management -- i.e., USOE, RTC, Community team, or local project -- is dealt with as an environment that, through its interactions, should facilitate the growth of its clients. Each level is expected to be able to assess the needs of its clients; and apply available resources to meet those needs. These expectations, or management process outcomes, can be and are monitored through use of the Information Support System.

The use of this type of process objective for the training centers made it possible for the USOE to assure responsiveness to the varying needs of the clients who would be served by the RTC, while allowing the centers the freedom to develop the different methodologies appropriate to their clients and regional resources.

## 2. The Creation of a "National Team"

Most previous experiences suggest to both the federal program manager and the grantee in the field that the only way to have the "tight" operation required in a coordinated national effort is to centralize control at one point and allow little diversity and freedom to move at the point of service delivery. USOE chose a different form of control. It recognized that the principal differences between a team and a group of organizations of individuals doing similar things are the ties between members that permit them to interact, share, and complement one another as they work toward mutual goals. The program therefore chose to exert its "control" by making mandatory these ties or linkages between Centers. The content that would flow through these links, however, would be negotiable, so that the needs of all parties, both federal and regional, could be met. In this way, the NDEP provided the channels or opportunities for the energies of the separate Centers to be focused on both national needs, as well as their own.

These required linkages consisted initially of meetings of the center Directors four to six times a year, and meetings of the staffs of all the centers twice a year for a week of sharing, skill building, and personal growth (OETT). To assure that the content of these meetings - both the policy sessions and the training - was equitably dealing with the needs of the federal program managers and the training centers, frequent use was made of "facilitators" - persons skilled in helping groups communicate and reach decisions.

One important outcome of the NDEP strategy of starting the organizational process at the national level - through national team-building - was that they could model the process they were asking the next level of management to adopt. They were, in effect, operationalizing their management expectation that each level of management should model the behavior it expects - problem-solving utilizing its client's needs as "the problem", and self-correcting its own actions in terms of the effects it is having on its clients.

### 3. Information as the Food for Growth

The problem solving process orientation and the national team form of organization provided the beginning points for the structure that supported the development of the program. But no team, or system, can maintain itself and continue to be responsive to its own needs and those of its clients without continuing information as to what it is doing and the effects it is having. For what each environment is responding to - is information; what each environment is responding with - is information.

In the case of the H.C.H.T. program, this feedback, at very frequent intervals, has permitted the program to continually self correct -- to redefine its methodology, hone its techniques, and establish more specific outcomes with each cycle of planning. One thing that becomes evident through this retrospective look at the past 18 months of program growth in the HCHT is that the "system" to provide the feedback necessary for initial program development does not require sophisticated information technology and instrumentation. Instead, it appears that there is a series of four developmental steps that an organization passes through as it seeks to get information to satisfy its problem solving needs in the most efficient and effective ways at hand. Although the program is less than two years old, we have seen these developmental stages of information use appear at all three levels of the program - first, that of the national team, then, at the individual training center, and finally, with the teams back in their own communities. That this is happening may be partial confirmation of the NDEP program approach that deals with individual learning, project growth, and national program development as similar organic processes.

## The Stages of Information Facilitated Growth

### Stage One
### Establish supportive links among members of the system.

The relationships which must be initially built are derived from an understanding of the common goals that bring the parties together, from the establishment of trust, and from the opportunity to provide mutual support. The information that begins to flow through these relationships is in many ways identical to the informal communication networks that exist in any organization but which can seldom be harnassed for the organization's purposes.

### Stage Two
### Using the links for interaction and support.

Take advantage of the informal network by using it to provide information needed for self-corrective actions. At this stage of program growth these actions may be frequent and require immediate responses. Most information is carried during this phase through a verbal - face-to-face or telephone interaction.

### Stage Three
### Formalizing the informal network.

At this point the system begins to document some of its actions. The reasons for beginning to use "paper" includes;

- needs to deal with the external environment, i.e., prove to others that something is happening in the program;
- see what is happening over longer periods of time in order to identify patterns in actions or consequences that can be lost in verbal feedback alone;
- needs for sharing;
- and, needs for the satisfaction of seeing what one is doing.

### Stage Four
### Systematizing the Process

The system begins to use information technology in order to handle the increasing and more complex needs that develop as the organization begins to interact and respond at all levels.

Using these four stages as an outline, a two dimensional picture of information support development in this program can be perceived. The following page displays the significant events in information-supported growth at each of the three levels of management. In terms of chronology, each larger environment had to begin modeling the self-correcting process before this use of information could become sufficiently meaningful for the next level to internalize it and adapt it to their needs.

|  | The Use of Information In National Team Development | The Use of Information In the Development of the Training Center Teams |  |
|---|---|---|---|
| **STAGE I**<br>Establishing Links | Much credit should go to the initial two week training experience provided by University of California, Santa Cruz, which not only permitted team building for individual center staff, but gave OE program staff a reality base-line for determining where each center was starting. This sense of where strengths and weaknesses were is not usually obtainable through reading of proposal prose alone.<br>The links that began to be forged at this meeting were reinforced through frequent meetings between OE staff and directors, and the twice a year total program OETTs. | Each Center, in its original proposal, was asked to include someone to handle the data and information which OE program personnel knew would be necessary if the program were truly to be self-correcting. It would not be unfair to say that, in many minds, this person was originally seen as a Data Clerk or comparable administrative aide.<br>As the program developed (self-correctingly) over the first year, it became evident that some of the Center personnel in these roles were capable of, and were performing at a much higher level. Additionally, there was a concomitant need in the Center for a higher level role.<br>The present concept of the Information Facilitator (I.F.) role evolved through a series of meetings of these people with USOE and E. F. Shelley personnel, and visits with the staffs of each center. | During the<br>to a progra<br>checks agai<br>At the same<br>ways they a<br>develop ne |
| **STAGE II**<br>Using Links to Meet Needs for Self-Correction Growth | From the beginning policy was influenced by employing a human feedback system. Centers were visited by OE program staff regularl; a Peer Review committee was established to assure that minority concerns were being dealt with adequately; trainers from UCSC followed up on the initial training at the OETT; centers exchanged staff members; and E. F. Shelley staff made a round of visits to the centers.<br>Although these continuing visits were, in the main task related - providing technical assistance - they also provided a two way communication channel, between the OE program staff and among the centers, which carried information for modifying the program and continuing its growth. | The Information Facilitator began to serve as an internal trainer or facilitator for the Center. His/her principal task was to assure that adequate information was generated and fed-back into the decision-making process within the Center, to "mirror" what was going on, and to facilitate the asking of "better" questions. | Most teams l<br>Plans utiliz<br>from the RTC<br>using a form<br>these report |
| **STAGE III**<br>Formalizing the Informal | While it is true that trust can reduce the requirements for a great deal of "paper", there comes a time when program managers need documentation of what they are doing in order to identify problem areas. A simple quarterly report form was developed for Center-to-OE reporting. This consisted initially of trainee characteristics and budget data. At a later time it was modified to include technical assistance information. | The IF, in many cases, began to document the debriefing of trainees and trainers at the end of each cycle in order to provide information for the design of the next cycle. In addition, the IF began to serve as an interface between the Center and external information requirements, i.e., primarily OE through its quarterly reports; and to serve as a linkage agent to facilitate sharing of experiences among Centers.<br>As the need became apparent for better information from the mini-grant team during the 12 months after training, the Centers became more concerned about regularizing the interactions it had with the teams. Action Plan/Progress Reports are in use in most of the Centers, and some training in information management is usually provided during the regular two week cycle. | As teams begi<br>programs in t<br>data to prove<br>teams turn to<br>procedures fo |
| **STAGE IV**<br>Systematizing the Process | The program's first needs were to get eight centers open, staff trained, and mini-grant training underway. As these initial internal growth needs began to be satisfied, the program had to then turn to the requirements it had for dealing with external forces. That is, the program had to begin to provide solid information to those other agencies that controlled or influenced it. At this stage the program concern had to turn to impact information from the ultimate clients - the local communities. Case studies conducted by NAC personnel were begun, and the information contractor began to work with the centers in terms of an information feedback process from the communities. This local progress information would be used for each Center's technical assistance program; and in addition, the USOE set up a program research effort based on the same information feedback from the communities. | At the present time each center is providing copies of local team Action Plan and Progress Reports to the Region V Center where a computerized data base is being developed. This will support a program research effort to identify significant patterns, trends, and outcomes from the program.<br>[Note: This stage of development is not completed. Because of the application of similar system concepts and taxonomies, each Center has the potential for operating its own regional Information Support System utilizing many of the already developed procedures and programs from the NDEP National System. |  |

| → → → → | The Use of Information In the<br>Development of the Training Center Teams | → → → → The Use of Information In<br>Developing the Local Community Team |
|---|---|---|
| experience<br>not only<br>t gave OE<br>each center<br>sses were<br>rose alone.<br>reinforced<br>s, and the | Each Center, in its original proposal, was asked to include someone to handle the data and information which OE program personnel knew would be necessary if the program were truly to be self-correcting. It would not be unfair to say that, in many minds, this person was originally seen as a Data Clerk or comparable administrative aide.<br>As the program developed (self-correctingly) over the first year, it became evident that some of the Center personnel in these roles were capable of, and were performing at a much higher level. Additionally, there was a concommitant need in the Center for a higher level role.<br>The present concept of the Information Facilitator (I.F.) role evolved through a series of meetings of these people with USOE and E. F. Shelley personnel, and visits with the staffs of each center. | During the training cycle many teams are exposed, for the first time, to a program that assesses their needs, responds to them, and then checks again in order to self-correct in case the need was not met. At the same time as they are experiencing information used in these new ways they are undergoing team building exercises which help them to develop new channels of interpersonal communication within their team. |
| human<br>aff regularl;<br>minority<br>n UCSC<br>rs exchanged<br>visits to the<br>related -<br>wo way<br>among the<br>ogram and | The Information Facilitator began to serve as an internal trainer or facilitator for the Center. His/her principal task was to assure that adequate information was generated and fed-back into the decision-making process within the Center, to "mirror" what was going on, and to facilitate the asking of "better" questions. | Most teams leave training with a short term plan similar to the Action Plans utilized in the ISS. In order to receive technical assistance from the RTC, teams are asked to report progress at frequent intervals using a form similar to the ISS Accomplishment Report. Some teams use these report forms as the focus for periodic team meetings. |
| for a great<br>rs need<br>fy problem<br>r Center-to-<br>acteristics<br>clude | The IF, in many cases, began to document the debriefing of trainees and trainers at the end of each cycle in order to provide information for the design of the next cycle. In addition, the IF began to serve as an interface between the Center and external information requirements, i.e., primarily OE through its quarterly reports; and to serve as a linkage agent to facilitate sharing of experiences among Centers.<br>As the need became apparent for better information from the mini-grant team during the 12 months after training, the Centers became more concerned about regularizing the interactions it had with the teams. Action Plan/Progress Reports are in use in most of the Centers, and some training in information management is usually provided during the regular two week cycle. | As teams begin to organize new programs or influence already established programs in their community, they discover the need to have "hard" data to prove to others the value of what they are promoting. Many teams turn to the RTC for specific assistance in developing forms and procedures for capturing this information. |
| n, staff<br>itial internal<br>then turn to<br>s. That is,<br>o those other<br>e the program<br>mate clients -<br>ersonnel were<br>h the centers<br>mmunities.<br>Center's<br>set up a<br>eedback | At the present time each center is providing copies of local team Action Plan and Progress Reports to the Region V Center where a computerized data base is being developed. This will support a program research effort to identify significant patterns, trends, and outcomes from the program.<br>[Note: This stage of development is not completed. Because of the application of similar system concepts and taxonomies, each Center has the potential for operating its own regional Information Support System utilizing many of the already developed procedures and programs from the NDEP National System. | |

## Supporting Materials

The above discussion of the growth of the Help Communities Help Themselves program should not leave the impression that the design of an information system is a serendipitous thing -- facilitated by astute observers who stand around waiting for opportunities to occur. On the contrary, many of the development phases were shaped by the continuous planning and rethinking which the USOE program's information consultants were able to provide from their participant/observer perspective.

On the following pages some of this planning is evidenced in the memos, working papers, and other supporting documents which have been generated to support this phase of the NDEP program.

These documents include:

1. Memo, May 17, 1972 - Relationship of the Regional Training and Development Centers to the NDEP Information Support System.

2. Working Paper, June, 1972 - describing the relationship of Management Decisions and Information Needs; - Prepared with Dr. Joel Axelrod, Evaluation Consultant to the NDEP.

3. Excerpt from Management Objectives of the NDEP, July 19, 1972.

4. Basic Information Flow Diagram presented to RTC Directors for approval - November, 1972.

5. Status of Information Support Memo, prepared for OE and RTC Directors, February, 1973.

6. Memo discussing the information needed to support technical assistance, February, 1973.

7. Outline of Goals, Action Objectives, and Measurable Success Indicators developed along with the RTC Directors and staffs at the April, 1973 OETT.

memo

INFORMATION SUPPORT MEMO # 4

E.F. SHELLEY AND COMPANY, INC.

To: Helen Nowlis, Jim Spillane, Myles Doherty

From: Lew Rhodes

Date: May 17, 1972

Re: The Relationship of the Regional Training and Development Centers to the NDEP Information-Support System.

In terms of end products, there are few differences between the new Training Center component of the NDEP and the previously supported State, College, and Community-based program components. The consequence of each is a "community" that can perceive and deal with its own problems. The approach to achieving this through a problem-solving process, a basic tenet of the NDEP, is one which is heavily dependent upon information collection, exchange, and use. It is obvious, therefore, that this new Training Center component has to "plug-in" to the NDEP Information Support System. The question is how to accomplish this in a fashion which will deal with the very real immediate needs for information which the Centers have; and which also will accommodate the continuation of the basic development tasks which E. F. Shelley & Company, Inc. must complete under this contract.

The following discussion is directed at both these issues:

There are two significant requirements in the Training Center program which are not found in the other NDEP components. One is the major load of "trainee" pre-post information which they must handle if they are to operate a responsive, ever-improving training program; and the other is the need to develop a "national team" which is more than the sum of its parts.

The needs for trainee information to be gathered and used in a systematic way are similar in each of the seven centers. Their capabilities for developing means to do this, however, vary widely. Some are highly competent, some are linked to the "systems" of the neighboring NIMH center, some have applied little thought to the subject. The national program's, as well as each Center's, needs might best be met by assisting them to help themselves at this point in time.

This might require:

a) A survey of what is needed and what is being used conducted after about 2 cycles of training are under their belts. This could be accomplished through visits to each site and/or a meeting at one place of the information person from each Center.

b) An agreement as to common areas of information need, what is suitable for exchange, and what needs to be developed. This could be accomplished at the meeting suggested in (a), or at a meeting of Center Directors.

c) OE/NAC facilitate the exchange of information tools as well as undertake the search for, or development of, new tools.

d) OE/NAC provide direct consultant help in measurement, or information management to the individual Centers upon request.

Concurrent with the above tasks, an effort should be made to explore with each Center how they might be able to utilize, adapt or plug-into the four components of the Information-Support System. There are certain obvious possibilities -

Local Problem Management Component -

The local problem self-help process which is being designed to "lead" a local project through a process of problem awareness, resource identification and activity planning, could be utilized with little or no modification by a mini-grant team when they return to their community after training.

The Training Centers could be given the opportunity to determine whether they can use this material. If all or some of them want to utilize this component with its related feedback reporting instruments, then, there will be a requirement for training the staffs of the Centers so that they can provide training for the community teams.

Program Management Component -

The formats for reporting progress and problems, and for recording field visit and telephone information could be adapted for Training Center use without too much difficulty. These could be used for the OE - Training Center relationship as well as between the Centers and their community teams.

Technical Assistance Management/Experience Storage and Sharing -

Regardless of whether or not the Centers buy into the other components, they could consider a possible tie-in to the skills and experience banks which the National Action Committee will be maintaining for OE.

Each Center will most likely be identifying consultant resources and success experiences in its own area. If they could share these among themselves, it could naturally add to their capabilities. Moreover, if the resulting pool could be combined with the NDEP Shared Experiences Bank and Consultant Skills files, the benefits could be maximized for all NDEP projects.

The above discussion presents several alternatives for action. The matter of who should be responsible for the various tasks has not been included. It should be noted, however, that several of the choices bring NAC into a working relationship with the Centers.

If any of these actions are to be undertaken, it is imperative that decisions be made in the near future concerning these responsibilities. We will require this information from you no later than May 23rd in order to proceed with our development tasks.

cc: Larry Bear
David Landy
Joel Axelrod

LAR/pt

## NDEP PROGRAM PHILOSOPHY

Drug abuse is viewed as one of many symptoms - albeit a very serious symptom - of more basic social problems. In order to be effective, communities must cope both with the causes and with the symptoms. However, neither at the Federal level nor at the community level do we know how to cope with any degree of certainty. Therefore, the key to success is perceived to be an ability to search. We must look for mechanisms to cope with drug abuse, and have the ability to abandon those that are not productive while maintaining those that have a favorable payoff.

It is our belief that if our mechanisms bring about the following conditions, there will be a reduction in the level of drug abuse:

Open communication between youth and both parents and teachers;

An availablity of meaningful alternatives to the use of drugs;

A feeling among potential abusers of a purpose in living and in control over their own lives

A willingness on the part of adults to accept the validity of alternate life styles;

A shift in youths' value structure away from placing immediate gratification first and foremost; and

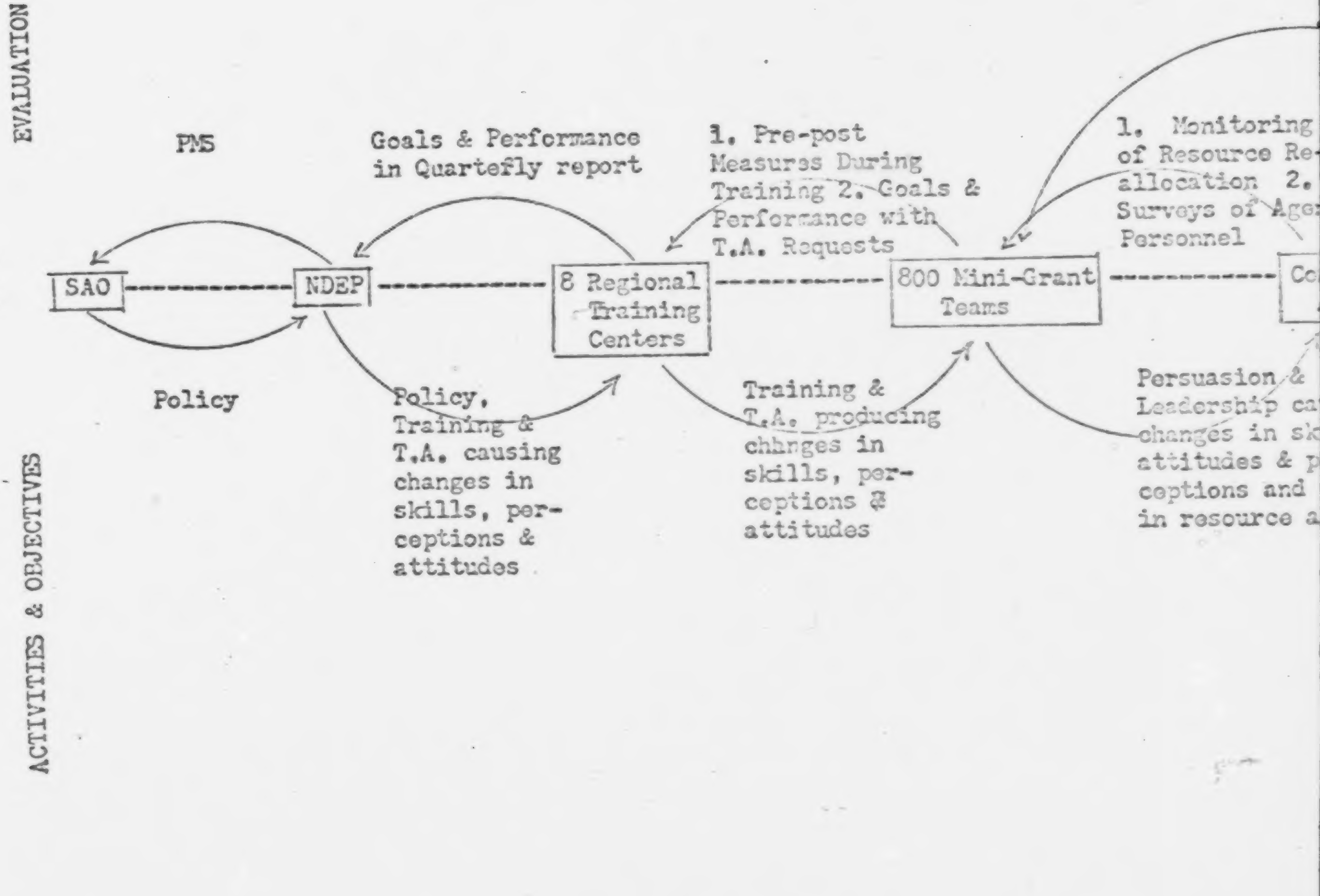
An improved perception of what the consequences of drug use are -- physiological, psychological, social and legal.

Since we do not know with certainty that effecting the above mentioned conditions will reduce the level of drug abuse, we must both search for the mechanisms to bring about these condtions - mechanisms which may differ from community to community - and maintain a readiness to search for new conditions (intermediate goals) should these prove to be unrelated to reducing the level of drug abuse.

## NATIONAL DRUG EDUCATION PROGRAM

## OBJECTIVES, ACTIVITIES AND EVALUATION PLANS

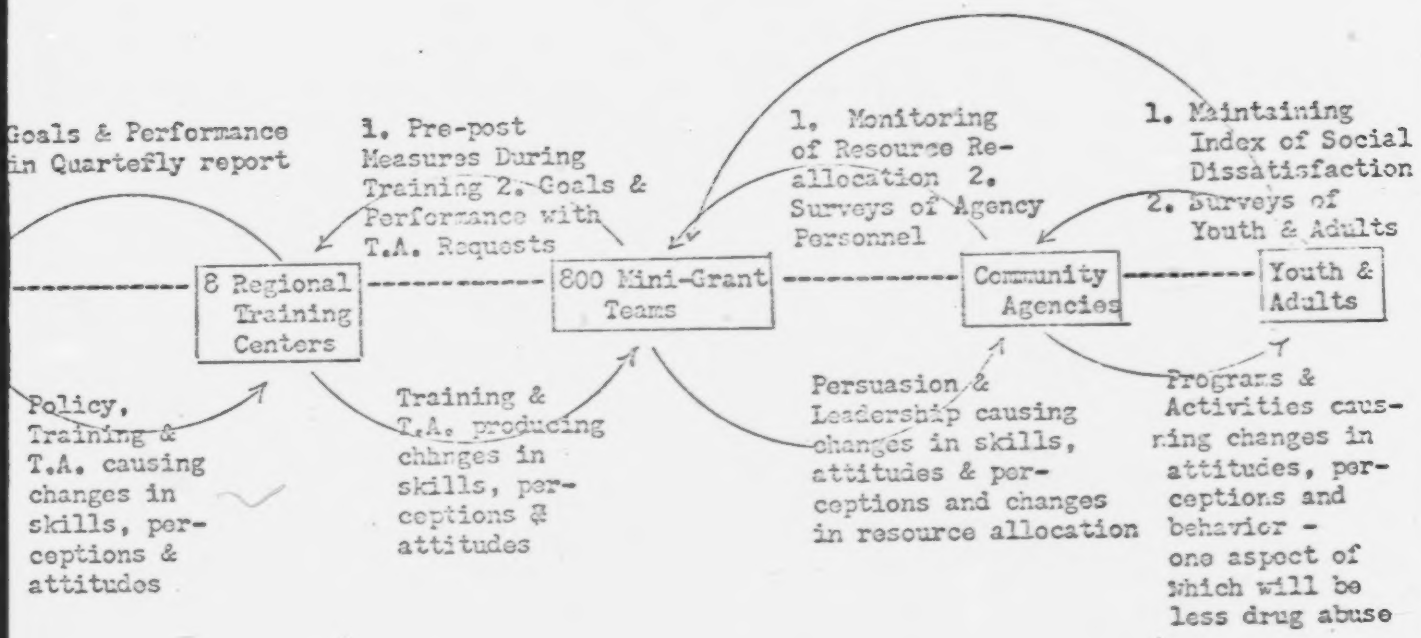
## REGIONAL TRAINING CENTER AND MINI-GRANT COMMUNITY COMPONENT


EVALUATION
PMS
Goals & Performance in Quartefly report
1. Pre-post Measures During Training 2. Goals & Performance with T.A. Requests
1. Monitoring of Resource Re-allocation 2. Surveys of Age
Personnel
SAO
NDEP
8 Regional Training Centers
800 Mini-Grant Teams
Co
Policy
Policy, Training & T.A. causing changes in skills, perceptions & attitudes
Training & T.A. producing changes in skills, perceptions & attitudes
Persuasion & Leadership ca changes in sk attitudes & p ceptions and in resource a
ACTIVITIES & OBJECTIVES

## NATIONAL DRUG EDUCATION PROGRAM

## CTIVES, ACTIVITIES AND EVALUATION PLANS

## RAINING CENTER AND MINI-GRANT COMMUNITY COMPONENT


Goals & Performance in Quartefly report
1. Pre-post Measures During Training 2. Goals & Performance with T.A. Requests
1. Monitoring of Resource Reallocation 2. Surveys of Agency Personnel
1. Maintaining Index of Social Dissatisfaction 2. Surveys of Youth & Adults
8 Regional Training Centers
800 Mini-Grant Teams
Community Agencies
Youth & Adults
Policy, Training & T.A. causing changes in skills, perceptions & attitudes
Training & T.A. producing changes in skills, perceptions & attitudes
Persuasion & Leadership causing changes in skills, attitudes & perceptions and changes in resource allocation
Programs & Activities causing changes in attitudes, perceptions and behavior - one aspect of which will be less drug abuse

# DECISIONS AND INFORMATION NEEDS

## Community Agencies

### A. Decisions

Shalll resources be increased or decreased for a particular program?

Shall a program be revised and, if so, how?

What new programs should be initiated that fall within the realm of responsibility of an agency?

Should a program be terminated?

### B. Information Needs

The changes in attitudes, values, perceptions and communications among the relevant populations, e.g.

- Degree of communication between youth and adults
- Perceptions of alternatives to drug use
- Priorities in youths' value structures
- Acceptance of the validity of alternate life styles
- Understanding the physiological, psychological, social and legal consequences of drug abuse
- Individuals' feelings of control and purpose in their lives

The change in the level of drug abuse

## DECISIONS AND INFORMATION NEEDS

### Community Development Teams

A. Decisions

What is the community's drug problem?

What resources are available for coping with the problem?

What agencies should be involved in the process?

How should they be involved?

Should resources directed against drug abuse be increased and, if so, how?

Which programs are effective and require additional resources?

Which programs are ineffective and should be terminated?

What are the community roadblocks to developing an effective drug abuse prevention program, and how can they be overcome?

Do they - as a community development team - have a need for technical assistance?

Do any of their community agencies need technical assistance?

B. Information Needs

The amount of drug use by population group, by type of drug

The current involvement of community agencies re drug abuse

All the organizations - governmental, medical, religious, social business, professional, etc. - that could be involved in combatting drug abuse

The changes among community agency personnel in skills, attitudes, values and perceptions.

(CONTINUED ON NEXT CHART)

## DECISIONS AND INFORMATION NEEDS
(continued)

Community Development Teams

B. Information Needs

Community agency goals, current performance, discrepency between goals and performance, and plans for reducing discrepencies.

Changes in the level of resources made available to combat drug abuse.

Changes in the distribution of resources among the various activities relevant to combatting drug abuse.

Changes among youth and adults in relevant values, attitudes, perceptions and degree of communication.

## DECISIONS AND INFORMATION NEEDS

### Regional Training Centers

A. Decisions

What mix of teams (inner-city, suburban, rural, black, chicano Indian) should be scheduled at the same time for most effective training?

What changes, if any, should be made in the training model?

When, how and what kind of technical assistance should be provided?

What recommendations should be made to OE for selection of the next round of mini-grants?

B. Information Needs

Community Development Teams goals, current performance, discrepency between goals and performance, and plans for reducing discrepency

Changes in the skills, attitudes, perceptions and values of community agency personnel

Changes in resource allocation

Changes in the attitudes, perceptions and values of youth and adults in the community at large

Change in the level of drug abuse

Changes in the skills, attitudes, perceptions and values of the community development teams (either as measured during training or, if appropriate, at some later date.)

# DECISIONS AND INFORMATION NEEDS

## Office of Educations

A. Decisions

What shall the guidelines be for the next round of mini-grant applications?

What team composition sall be required?

What types of teams sall be funded, given that there are more acceptable proposals than openings?

What kind of technical assistance shall be provided to the Regional Training Centers, and when?

What changes shall be made in the policy guidelines for the operation of the Regional Training Centers?

Which community development teams, if any, shall be funded as development projects for the next fiscal year?

B. Information Needs

Regional Training Center goals, current performance, discrepency between goals and performance, and plans for reducing discrepency, e.g.

Number of teams trained

Summary reports on people changes taking place among different types of mini-grant teams.

Summary reports on changes in community agency personnel.

Summary reports on changes in the level and allocation of resources.

Summary reports on changes among community youth and adults in terms of values, perceptions, attitudes and communications.

Summary reports on changes in the level of drug abuse.

Identification of individual teams with the greatest potential for running successful federally funded demonstration projects.

## DECISIONS AND INFORMATION NEEDS

Special Action Office for Drug Abuse Prevention

A. Decisions

Should the Office of Education drug program be continued as is?

Continued with changes?

If with changes, what are they?

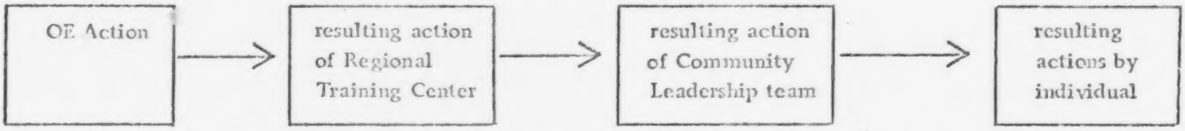
Discontinued?

B. Information Needs

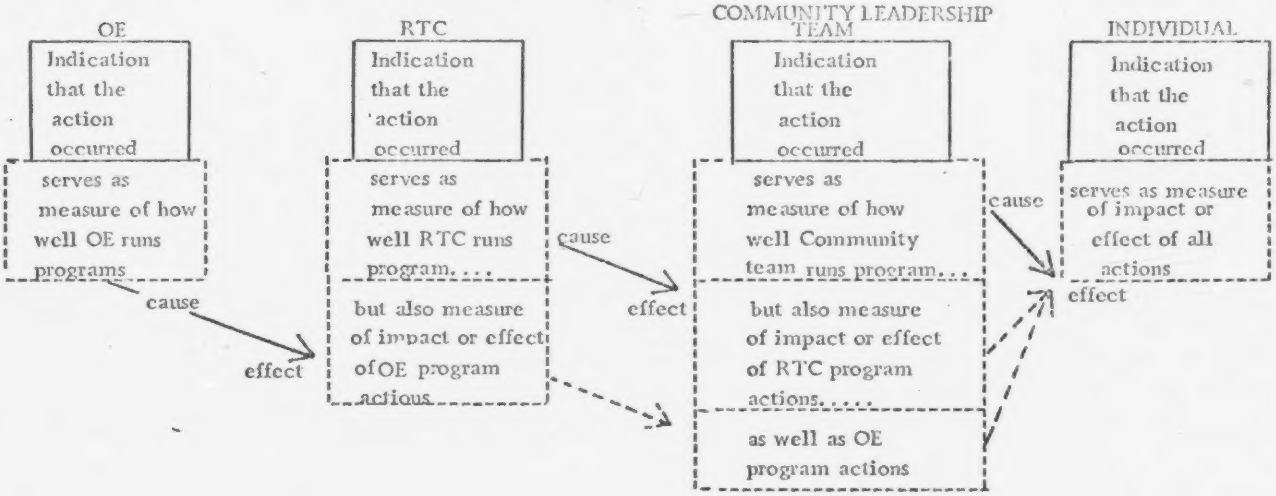
(Same as Office of Education, plus comparable information from another drug program operating out of a different philosophical framework.)

## PROGRESS MEASUREMENT

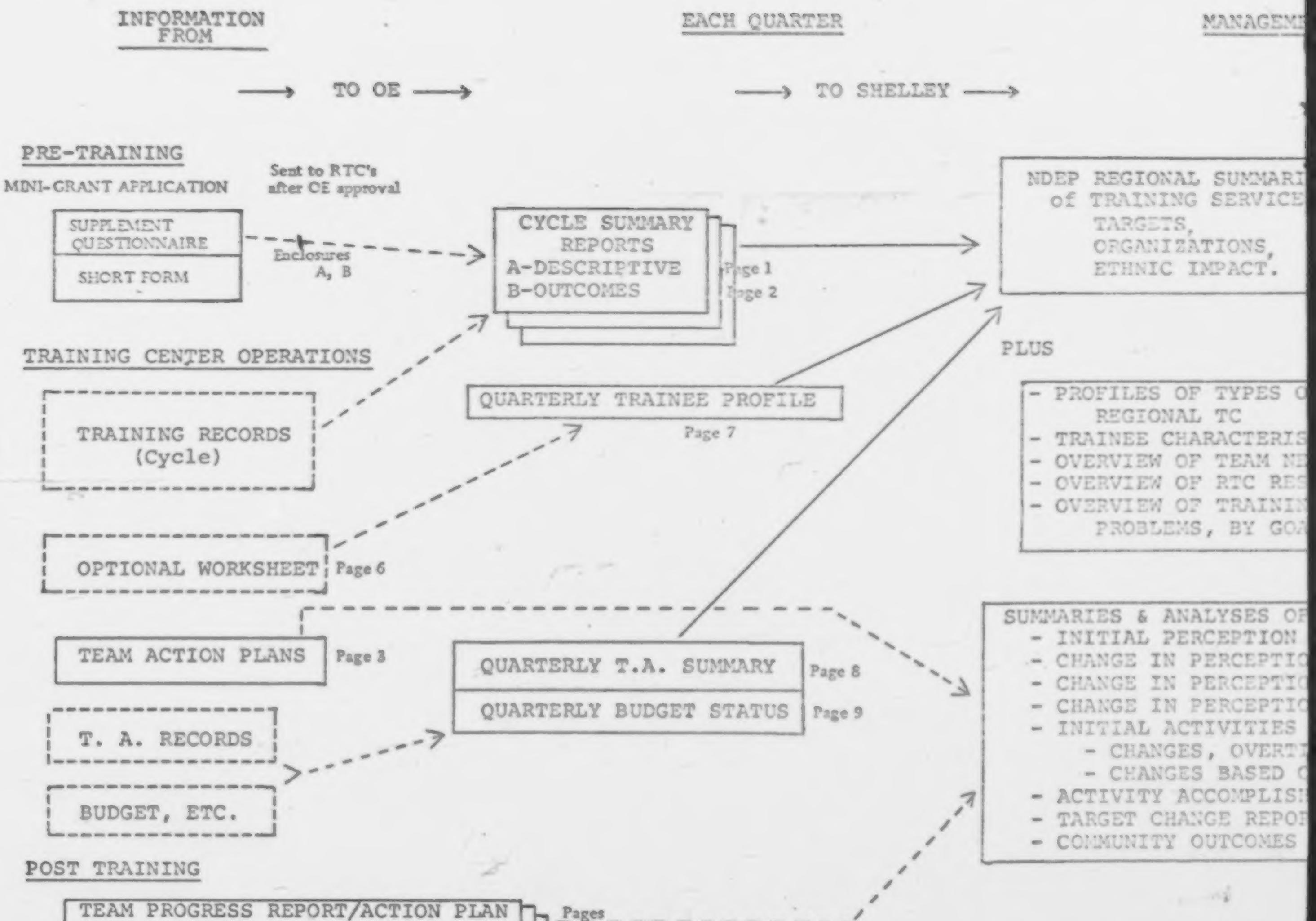
For each of the actions outlined in the previous sections there are acceptable indicators of whether or not they occur. These indicators serve as the measures of both how well programs are run (efficiency) and what happens because of the program (effectiveness). Thus, in the following situation --


OE Action
resulting action of Regional Training Center
resulting action of Community Leadership team
resulting actions by individual

--- the indicators that each action did take place serve both purposes, dependent upon whether the action is being viewed as a cause or an effect.


OE
Indication that the action occurred
serves as measure of how well OE runs programs
cause
effect
RTC
Indication that the action occurred
serves as measure of how well RTC runs program....
but also measure of impact or effect of OE program actions
cause
effect
COMMUNITY LEADERSHIP TEAM
Indication that the action occurred
serves as measure of how well Community team runs program....
but also measure of impact or effect of RTC program actions.....
as well as OE program actions
cause
INDIVIDUAL
Indication that the action occurred
serves as measure of impact or effect of all actions
effect

Additionally, these indicators when monitored over time serve as measures of change or growth.


INFORMATION FROM
TO OE
EACH QUARTER
TO SHELLEY
MANAGEM
PRE-TRAINING
MINI-GRANT APPLICATION
SUPPLEMENT QUESTIONNAIRE
SHORT FORM
Sent to RTC's after OE approval
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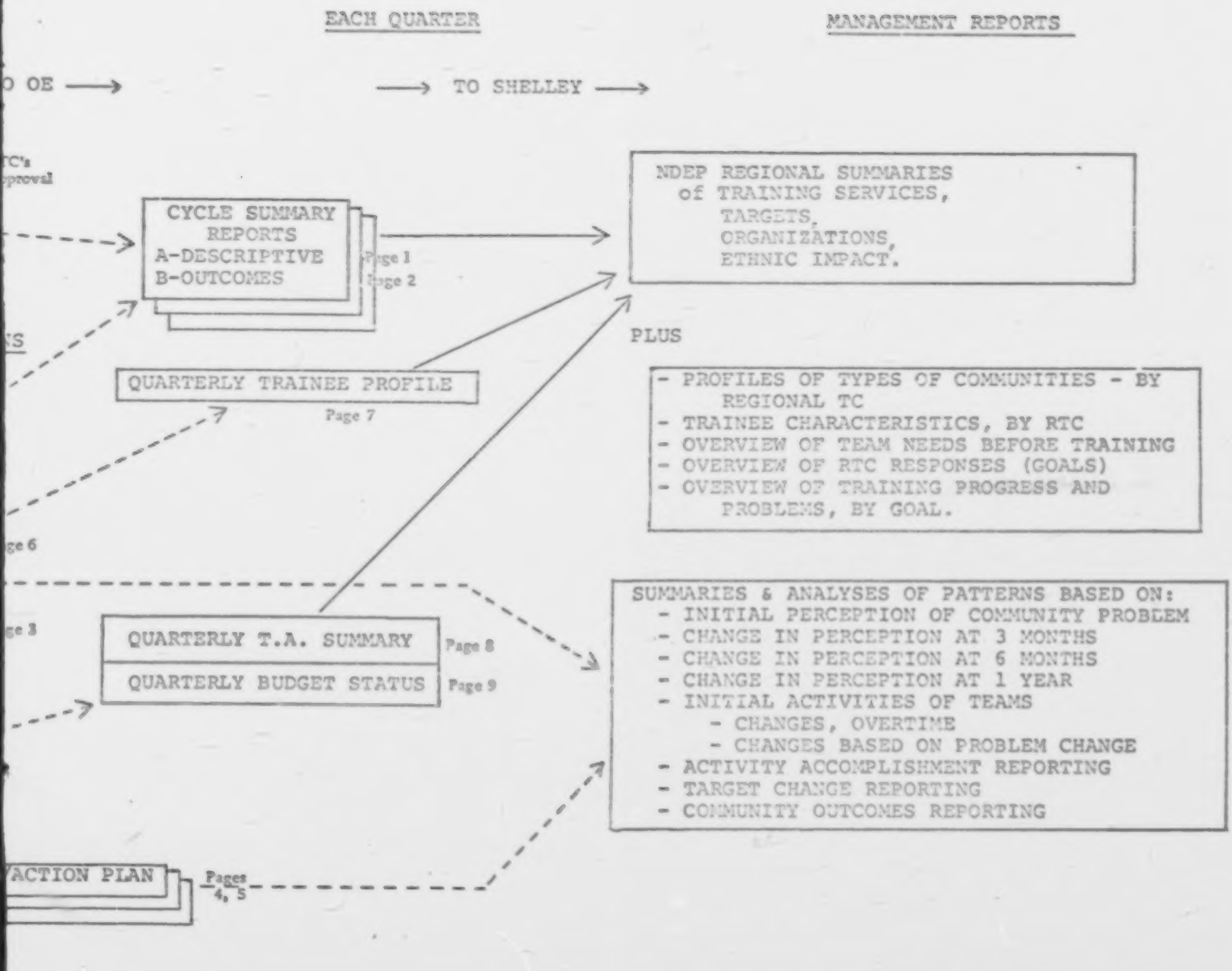
- CHANGES BASED O
- ACTIVITY ACCOMPLISH
- TARGET CHANGE REPOR
- COMMUNITY OUTCOMES
POST TRAINING
TEAM PROGRESS REPORT/ACTION PLAN
Pages 4, 5



NDEP REGIONAL SUMMARIES
of TRAINING SERVICES,
TARGETS,
ORGANIZATIONS,
ETHNIC IMPACT.

PLUS

- PROFILES OF TYPES OF COMMUNITIES - BY REGIONAL TC
- TRAINEE CHARACTERISTICS, BY RTC
- OVERVIEW OF TEAM NEEDS BEFORE TRAINING
- OVERVIEW OF RTC RESPONSES (GOALS)
- OVERVIEW OF TRAINING PROGRESS AND PROBLEMS, BY GOAL.

SUMMARIES & ANALYSES OF PATTERNS BASED ON:
- INITIAL PERCEPTION OF COMMUNITY PROBLEM
- CHANGE IN PERCEPTION AT 3 MONTHS
- CHANGE IN PERCEPTION AT 6 MONTHS
- CHANGE IN PERCEPTION AT 1 YEAR
- INITIAL ACTIVITIES OF TEAMS
  - CHANGES, OVERTIME
  - CHANGES BASED ON PROBLEM CHANGE
- ACTIVITY ACCOMPLISHMENT REPORTING
- TARGET CHANGE REPORTING
- COMMUNITY OUTCOMES REPORTING

E.F. SHELLEY AND COMPANY, INC.
1730 Rhode Island Avenue, N.W., Washington, D.C. 20036 • (202) 293-5800

# STATUS OF INFORMATION SUPPORT

## Regional Training and Development Centers

February 1973

The following is a progress report on the present flow of information within USOE Regional Training Centers as well as among them. In one way this could be also interpreted as a report on the status of the Center's "management," for if the old Chinese adage "Information is Power" is true, then the movement of information within an organization to accomplish purposes, is what management is all about.

This is not meant to be a report comparing centers, for, even if that were the intent, the series of short visits to each Training and Development Center upon which this is based, did not allow sufficient time at each site to permit completely objective observations. Instead, this presents some subjective impressions of the "whole" - the "national team" of 8 Centers - which are a consequence of the contacts we had at each Center as we helped them identify and deal with their problems of internal information handling. Any comparisons that are made are not between Centers, but with reference to the "model" - a management process - that is an integral part of the OE National Drug Education Program strategy.

Diana Bing

Lewis Rhodes

## I

## Reference Point:

## The NDEP Management Strategy

The management process that lies at the core of the research, development and demonstration program that the Office of Education operates has two dimensions.

The first deals with the internal management of each level of organization - that is, the Training Center, the community team, and the Office of Education, itself. The process has been called - "self-correcting," "problem-solving," "trial and error," "cybernetic," or even "zig-zagging." Whatever it is called, it consists of the setting of short term goals or expectations; with frequent status checks and feedback as to actual accomplishment; and then the setting of new goals based upon what was learned.

The second dimension of the OE strategy deals with the relationships of these same organizations to each other. It is based upon the recognition that the self-correcting - problem-solving process requires some degree of external support in terms of "process" assistance. This is sometimes called "helping people help themselves," "facilitation," or "consulting," and consists largely of providing "mirrors" for seeing situations in different perspectives; helping identify and clarify needs, problems and expectations; and identifying resources for dealing with them.

In this dimension, each agency can be viewed as one of a linked chain of facilitators whose principal task is to "facilitate" the problem resolution of its direct clients. It is a consistent model. The "facilitator," whether it be an organization or individual, plays much the same role in each case.

This is easier to see by looking first at the more familiar role of the facilitator or trainer in a group training situation. Among his roles a) he tries to assure a sensitivity to each other among all members of the group - an understanding of the effects they have on each other,

b) he helps to elicit feedback, and "processing" of experiences. What was attempted?, what actually happened?,
c) he assists in clarifying goals or directions;
d) he provides supportive, rather than, threatening relationships.

Similarly, at the other extreme - the OE level of program management - the program personnel play the same role:

a) They attempt, through the National Team approach with its periodic Directors meetings and full staff Training Sessions, to assure a sensitivity to their interdependence; and a measure of participation and control over their own environment and directions.

b) They provide guidance, and - through the Information Support System - some of the means, to elicit continuing feedback for self-correction at the Center as well as program levels.

c) They try to provide supportive, responsive relationships based upon the common "problem" - the prevention of drug abuse -

(See excerpt on next page from "The Management Objectives of The USOE, National Drug Education Program FY 73, July 19, 1972").

Finally, the middle link in the chain of "facilitators" is the Training and Development Center. It's operation should and, in the majority of cases, does follow this same model. This is especially true in terms of the Training design. It is less evident when one looks at the provision of technical assistance, and the operation of the Center itself as an organization. The majority of Centers, therefore, do not provide "total," or integrated, "models" of the self-correcting problem-solving process they teach.

It is toward this end, - facilitating the integrated management of a Center - that the role of Information Facilitator has evolved.

OBJECTIVE

III. Support the development in seven Regional Training and Resource C
capability to respond to the training and technical assistance ne
ship teams in their region so that approximately 800 community le
able to 1) assess local drug problems and the potential resources
and 2) develop leadership, and programs to combat their causes, i

---

ACTIONS

WHAT
OE/NDEP
DOES

Monitor course and progress of each center

Respond to specific center needs -
- assist to develop program
- assist to identify staff, resources
- assist to develop responsive capability
- information collection

Develop and maintain National "team"
- promote interchange of information
- informal
- formal -
  - plan and conduct meetings
  - newsletters

(to assure) →

WHAT
TRAINING CENTER
DOES

- TC staff functions as a team
- accurately assesses needs of community teams
- provides training resources to accommodate needs
- learns from its actions - modifies program based upon feedback
- provides technical assistance resources to assist community to meet its needs

(to assure) →

WHAT
COMMUNITY TEAM
DOES

Assesses community drug problems

Assesses resources for dealing with problems

Develops programs appropriate to problems and resources

Supports or -
operates programs which attain the specific objectives planned through a process of continuing modifications and which reflects
- youth involvement
- staff working as a team
- cooperation
- cooperation between home and school

(to

evelopment in seven Regional Training and Resource Centers of the increasing
respond to the training and technical assistance needs of the community leader
their region so that approximately 800 community leadership teams will be
sess local drug problems and the potential resources for dealing with them;
p leadership, and programs to combat their causes, independent of NDEP support.

| ssure) ⟶ WHAT TRAINING CENTER DOES | (to assure) ⟶ WHAT COMMUNITY TEAM DOES | (to affect) ⟶ WHAT INDIVIDUAL DOES |
|---|---|---|
| - TC staff functions as a team<br>- accurately assesses needs of community teams<br>- provides training resources to accommodate needs<br>- learns from its actions - modifies program based upon feedback<br>- provides technical assistance resources to assist community to meet its needs | Assesses community drug problems<br>Assesses resources for dealing with problems<br>Develops programs appropriate to problems and resources<br>Supports or - operates programs which attain the specific objectives planned through a process of continuing modifications; and which reflects<br>- youth involvement<br>- staff working as a team<br>- cooperation<br>- cooperation between home and school | Finds purposes to which he can relate; alternative "highs"<br>Gets satisfaction from efforts in which he participates<br>Finds reinforcement for a positive self-im<br>Perceives consequences of drug abuse<br>Does not abuse legal or illegal drugs<br>Accepts values of others<br>Communicates openly |

## II

## The Information Facilitator

Each Center, in its original proposal, was asked to include someone to handle the data and information which OE program personnel knew would be necessary if the program were truly to be self-correcting. It would not be unfair to say that, in many minds, this person was originally seen as a Data Clerk or comparable administrative aide.

As the program developed (self-correctingly) over the first year, it became evident that some of the Center personnel in these roles were capable of, and were were performing at a much higher level. Additionally, there was a concommitant need in the Center for a higher level role.

The present concept of the Information Facilitator role evolved through a series of meetings of these people - one in Chicago, and one in Santa Barbara - with USOE and E.F. Shelley personnel.

### Present Perception of the Role

The Information Facilitator can be thought of as an internal trainer or facilitator for the Center. His/her principal task is to assure that adequate information is generated and fed-back into the decision-making process within the Center, to "mirror" what is going on, and to facilitate the asking of "better" questions. To do this requires a recognition of this role in the Center; a sensitivity to the needs and strengths of Center personnel; and a commitment to the Center's approach.

Other important elements of this person's role include serving as an interface between the Center and external information requirements, i.e., primarily OE through its quarterly reports; serving as a linkage agent to facilitate sharing of experiences among Centers; and providing possible direct inputs to the training with reference to the role of information in planning, the rationale for, and use of, the Action Plan/Progress Reports, etc.

### Status of Role Development

In terms of the seven Centers, two appear to be well along in the development of this role and its integration within their operation. Three Centers are at what might be considered the starting point, with a person identified but little else worked out. One Center is half way between those two levels. The seventh Center has a person functioning with the title, but not the role. The National Training Center, serving as OE's eigth regional outlet, did not have the requirement during the first year to provide this person on their staff.

If we can judge by what we observed during the recent visits, the major factor in the successful functioning of the IF is the perception of his/her role in the minds of the other staff members (or, one step deeper, his/her perception of the perception, etc.). Another obvious success factor is the degree to which the Center "lives" a self-correcting process.

## Next Steps

On March 12-13, Information Facilitators from the eight Centers will meet in San Antonio to work on several of the mutual information needs of their Centers. (A detailed agenda is provided separately.)

## III

## Availability of Diagnostic Information

One of the assumptions of the OE operating strategy is that programs will be responsive to the needs of their clients - taking them where they are and helping them move forward.

All of the training centers, to some degree, try to shape their training designs to the needs of the particular trainees on-site at that time. Some of this is built-in ahead of time based upon expectations of needs from prior experiences; some from information gathered from these teams before training be mail or visit; some from need assessments early in the training cycle. Not all are effective in this attempt, and some appear to be more sensitive and responsive to the needs and styles of the trainers than the trainees.

During the cycles most centers have mechanisms for identifying new needs to which they may respond. Again, some appear to be more effective than others.

It is in the area of identifying post-training needs that almost all centers currently need assistance. Asking people to report "progress" or "problems" does not appear to provide sufficient information from which a center can diagnose and prescribe continuing assistance. Neither does it appear to elicit great numbers of returns from the field.

This problem is being approached through the use of a matched Action Plan and report form which permits community teams to write down what they expect to do, then later, what they actually did. The discrepancies between the two provide the raw data from which both the team and the center can do dome problem diagnosis.

## IV

## Summary

Any judgment of current status must be in reference to two criteria - at one end, where the centers started, and at the other, the evolving "model" which is in front of them like a carrot on a stick.

Based upon these points, we have to admit that we "feel good." Several centers have exceeded our expectations, the rest appear to be underway in the right direction with the potential for rapid growth. Finally, and not the least, we are all learning.

## Some T.A. on T.A.: Observations on the State of Developmental Assistance

The dust has begun to settle from the first year's efforts at establishing a nationwide system of training and development centers with 2-week training cycles underway in each center. What is emerging from the haze is a recognition, on the part of OE and a majority of the centers, that the "development" aspects of the program - usually called technical assistance - are not as far along in implementation as the training itself. There can be many reasons for this -- "first things first", etc., -- but all agree that this is a problem that must be dealt with soon.

Observations - Several of the centers appear to have not had the opportunity to think through the concept of technical assistance in terms of the integrated functioning of their organization, i.e., its relationship to training, to administration, to its own staff needs.

Most centers are moving toward the use of trainers in T.A. roles. At the present time, most trainers are not motivationally geared-up to relate to goals beyond the end of the two-week cycle.

- Almost all centers lack sufficient information as to what a team does after training, from which they could diagnose needs, and prescribe assistance.

### Possible Needs

1 - Definition: Defining T.A. together, separately

Although some may rightly say that T.A. has been adequately defined in program guidelines, and center proposals, the fact is that these paper definitions have to match up with experiences in the heads of those who have to implement the program and this has not happened.

- Some define T.A. in terms of time - i.e., all those things that happen before and after training. These frequently lead to a fragmented view of the purposes of these actions.

- Some define T.A. by methods of delivery - e.g., visits, workshops - regardless of what happens during the experience. Visits, for instance, are currently being used to substitute for progress reports, for problem identification, as well as for delivery of specific services.

- Some define T.A. in terms of the end that are facilitated - e.g., assist in identifying resources - regardless of the means used.

- Some define T.A. as the delivery of substantial inputs to a community; some as the delivery of consulting, or helping them help themselves, inputs.

Whatever definition is eventually bought-into could have aspects of all these views. But this eventual definition, at this point in time, is less important than the process of arriving at it.

Center staffs, as well as OE personnel, need the opportunity to participate in a mutual exploration and definition of what appropriate T.A. is, why it is necessary; and to develop and share ideas for how to do it. In this process of chipping away at what T.A. isn't, and fleshing-out what it is, all parties (OE, NAC, and The Centers) will learn, and most significantly the center staffs will have ownership in the outcomes.

Time obviously needs to be devoted for this at the next TTT. However, if it were possible, it might be more advantageous for this to happen first at each center in order to assure greater participation and involvement.

## 2 - The Need for a Longer View

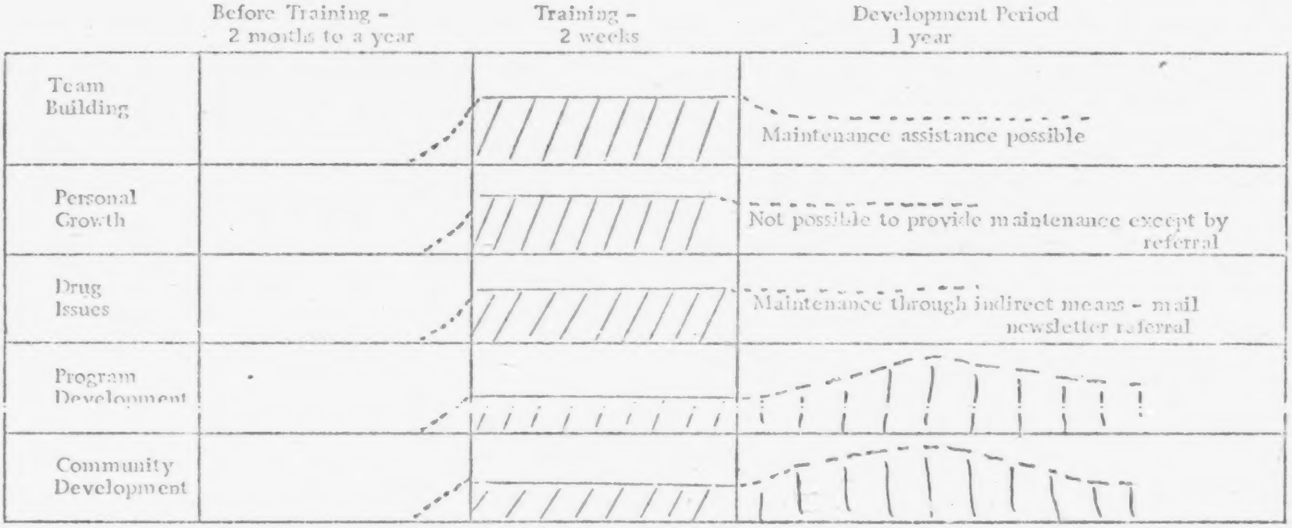
If there were a commonly understood definition it might be possible for personal roles and training strategies to be reassessed in terms of an end point that is one year, rather than 2 weeks away.

As Center staff begin to define their own roles and relationships in terms of this end -

- new skills may be needed - e.g., consulting skills.

- new support may be necessary when trainer is away from protected environment of Center.

This larger view of the time in which a center can have impact on a project can have the effect of opening up new options for a center in terms of techniques. For example, if one looks at the five common program areas in each center, and asks "when would the trainee have the best opportunities to learn the relevant skills through application in real situations?", it becomes apparent that the emphasis and assistance on program and community development skills should come after the return to the community. (see below)



## 3 - The Need for Information

A most important consequence of a better definition of a full year assistance effort will be the recognition that each center will need better information on the continuing status of a team and its efforts if it is going to attempt to diagnose and prescribe post-training assistance.

To have this information on a regular basis will require decisions, at each center, regarding the inclusion during the training cycle of the rationale for, and use of, Action Reports as an integrated part of the assistance effort. In addition, it will require the development and/or sharing of tools the teams can use for planning and community development.

The centers may also want to develop a year-end "de-briefing" instrument which will permit a team to feedback meaningful data and insights.

## OVERALL GOAL OF HELP COMMUNITIES HELP THEMSELVES PROGRAM

### THE PROBLEM

While we do not deny the significant involvement of pathologies within the drug culture, we do see much dependent behavior as
to the user's environment which can be corrected or reduced through the learning process.

Within this context, most actual drug difficulties arise from two basic problems: Failure to understand and manage drug taking s
person to achieve a desired end without drugs. The former problem is usually manifest as a drug emergency while the latter is u

Given the relative dominance of drugs in American Society, we must assume responsibility for providing young people with exper
for dealing with and understanding themselves, others, and the constraints placed upon them by society and by the natural system

A person without these skills is dependent and will remain so until, through experience and practice, he developes the personal s
discharge his responsibilities within acceptable limits.

Just as the task of rehabilitation is to help a dependent person become independent through developing his personal skills and reso
to reduce his potential for dependence by providing this growth prior to the fact of drug involvement.

Therefore, the task of the USOE National Program is to provide for this growth by training community teams and giving them tec

1. develop programs to correct structures, situations, and relational pattern that lead individuals to abuse the use of drug
2. create environments conducive to the fulfillment of individual needs, and the development of skills and resources for deali

## THE ACTION OBJECTIVES OF THE "HELP COMMUNITIES HELP THEMSELVES" PROGRAM

| OE | CENTER | TEAMS | COMMUNITY |
|---|---|---|---|
| OE will:<br>Monitor course and progress of each center<br>Respond to specific center needs -<br>- assist to develop program<br>- assist to identify staff, resources<br>- assist to develop responsive capability<br>- information collection<br>Develop and maintain National "team"<br>- promote interchange of information & resources<br>- informal<br>- formal -<br>- plan and conduct meetings | The RTC will:<br>- function as a team<br>- accurately assess the needs of the community teams<br>- provide training resources to accommodate those needs<br>- be self-correcting - learn from its actions - and modify its program based upon feedback<br>- provide technical assistance resources to meet the needs of the community | The community team will be able to:<br>1. assess community drug problems<br>2. assess resources for dealing with problems<br>3. develop & implement programs appropriate to problems and resources<br>4. develop a program which would reflect community involvement. | The community will redi<br>its resources to better<br>individual needs relat<br>the problems of drug |

## VERALL GOAL OF HELP COMMUNITIES HELP THEMSELVES PROGRAM

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situations, and relational patterns that lead individuals to abuse the use of drugs and other self destructive behavior.

lfillment of individual needs, and the development of skills and resources for dealing positively with life situations.

## CTION OBJECTIVES OF THE "HELP COMMUNITIES HELP THEMSELVES" PROGRAM

| | TEAMS | COMMUNITY | INDIVIDUAL |
|---|---|---|---|
| a team<br>assess the needs<br>ommunity teams<br>aining resources<br>mmodate those<br><br>recting - learn<br>s actions - and<br>its program<br>pon feedback<br>chnical assistance<br>es to meet the<br>f the community | The community team will be able to:<br>1. assess community drug problems<br>2. assess resources for dealing with problems<br>3. develop & implement programs appropriate to problems and resources<br>4. develop a program which would reflect community involvement. | The community will redirect its resources to better meet individual needs related to the problems of drug abuse | The individual will:<br>1. not abuse legal or illegal drugs<br>2. accept values of others<br>3. find reinforcement for a positive self image<br>4. find purposes to which he can relate<br>5. communicate openly<br>6. show a greater willingness to accept the validity of experiment with alternate life styles not involving the abuse of drugs<br>7. Have an improved perception of what the consequences of drug abuse are physiological, psychological, social and legal |

THESE SUCCESS INDICATORS ARE WORKING TOOLS. THEY ARE NOT DESIGNED TO BE USED BY OTHERS FOR MEASURING US. RA
THINGS WE SHOULD BE ASKING QUESTIONS ABOUT AS WE DEVELOP CENTER PLANS, AND SEEK PERSONAL SATISFACTION.

## SUCCESS INDICATORS AS MUTUALLY SEEN BY USOE, DIRECTORS, AND PEER GROUPS

### OE WILL:

- provide responsive leadership
- promote the national team
- provide leadership and resources sharing with other federal agencies
- support other areas of prevention and education, looking to OE for leadership.

### THE CENTER -

- models the behavior they expect from teams
- is well managed - i.e., personnel and good fiscal resource management
- makes use of all potential resources both internal and external
- provides leadership with resource sharing with single single state agencies perceived as beneficial
- is flexible enough to handle a variety of needs
- has staff and consultants reflective of target population serviced
- has a cohesive philosophy upon which all staff members share their efforts
- is responsive to the particular needs of communities and teams in their regions
- provides or identifies support to teams as needed to promote their effectiveness
- relates teams to each other, state agencies and other resources in their areas
- serves as a resource to teams, states, universities and other groups in the area of Drug Abuse Prevention
- is a self-correcting system
- provides and upgrades the skills of its staff.

### TEAMS -

- have selective involvement of key people in community
- reassess needs of problems and resources
- have good communication with RT
- establish credibility in the community
- interact with other drug resources
- act as a catalyst to develop community response to its drug problem or more specifically to the community based causes of drug problems
- develop and maintain commitments to work together over an extended period of time
- enlarge their memberships as needed to achieve their action objectives
- use the resources in their community to resolve, problems they identify
- identify and utilize outside resources to fill the resource gaps in their communities
- model the behavior they desire from the individuals in the community
- develop a self correcting system which amends both plans and philosophy based on experience.

### THE COMMUNITY WILL:

- have social services that relate to the needs of the individuals in the community
- have less overlap and conflict among social service agencies
- develop a working relationship among schools and other agencies
- have wider range of recreational, social and work related activities
- redefine their definition of the drug problem so that they see the complex nature of personal and social causes, they should respond appropriately i.e., drug laws - more in balance with the offenses
- have groups, agencies and individuals who understan their involvement in the problem i.e., M.D.'s reduce their issuing of barbiturates and amphetam
- have schools and family wor closer together i.e., com rication workshops which involve parents, students, and teachers. Meaningfu meetings
- have more crisis services
- have a mechanism that dea with problems - not wait for outside resources
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- have schools and family working closer together i.e., communication workshops which involve parents, students, and teachers. Meaningful meetings
- have more crisis services
- have a mechanism that deals with problems - not waiting for outside resources
- have activity involve youth and minorities in decision-making and meaningful services.

THE INDIVIDUAL WILL:

- be able to make personal judgments about high risk behavior that indicates some knowledge of the consequences
- resist peer pressure to abuse drugs
- have good feelings about himself
- have greater awareness of the alternatives that he has to meet his needs
- have a willingness to help and ask for help.

# II. THE RELATION OF ISS REPORTS TO THE NATIONAL PROBLEM-SOLVING PROCESS

## INTRODUCTION

The Information Support System was developed to provide the linkages and support required by the NDEP to set in motion a national problem-solving process. The first section of the final report on the Development of the ISS (December 1972) discussed how the Information Support System processes were designed to facilitate problem-solving at local and national levels. These ISS facilitating methods included the local self-correcting planning and report process; the Shared Experience Bank as an access rather than dissemination system; and the diagnostic-prescriptive role for the USOE Project Officer that the system supported.

The purpose of this section of the Final Report is to discuss how the ISS products can be used to facilitate problem solving at local, state and national levels.

### Search vs Research

The number of ways that data can be combined in any system is virtually unlimited. Early in the development of a system, however, decisions have to be made as to what information is to be organized, in which ways, to produce reports that will be useful for policy and management decisions.

The previously mentioned problem-solving orientation of the NDEP reflected an awareness of the scope and the state of the Art in drug abuse prevention and education programs.

There were few definitive answers as to "what worked". In fact, the very nature of primary prevention - that is, dealing with causes of drug use rather than the abuse itself - broadened the scope of the problem to include practically all human social behavior.

It was therefore decided to utilize the data base to facilitate search rather than research. Instead of predetermining what questions would need to be answered, and then applying the "different data for different strata" philosophy, the system was planned to provide information which would be organized and indexed so that it could be used in a variety of ways at all levels to answer the management questions that were appropriate to each level.

The reports that are presently being produced quarterly from the data fall into the five general categories described below. On the pages that follow are included three tables illustrating the relationship of these reports to the types of management questions that are asked at local, project officer, and program management levels of operations. These tables are followed by a description of, and sample pages from, each report.

## ISS Report Categories

### A. Project Quarterly Report

The four basic reports - Accomplishment, Growth, Change, and Action Plan - that projects submit each quarter serve as both a collection instrument for the overall system, and as an output report. By definition, a report is information that is organized and displayed to facilitate decision making. The structure and spatial relationships of the four reports as maintained in the Project Growth Record are designed to display relationships between planned and actual events that may not otherwise have been evident. These basic reports provide, without data processing, most of the information required by the local Project Director and the USOE Project Officer for growth monitoring and support.

### B. Project Activity Summaries

The three reports included in this category provide the most specific and detailed picture of each project in the program. The Activity Overview serves primarily as a way to let each project know what OE's perception of them is. The report, which contains a list of the activities reported as underway by the project during the last quarter, is returned to the project with a request that changes in status be indicated and submitted with the next quarterly report.

The Profile of the Project by Problems/Objectives and Targets, and the Profile of the Project by Activities, Methods and Numbers of Participants, serve as the basic resources for program activity Indexes described in the next paragraph.

### C. Program Activity Indexes

The basic data in the Project Activity Summaries is indexed so that it can be accessed by anyone looking for projects working with specific problems, specific methods, specific types of people or organizations. In addition, each of the indexes includes the number of projects reporting each category, which may be helpful in identifying patterns and relationships between activities, problems and targets.

A separate index provided by the system is the Shared Experience Bank Index which is organized by problem/objective, method, people (ethnic background) and people (role type).

## D. Summaries of Involvement

The seven basic reports included in this category provide much of the quantitative data that is required by USOE for its reports to HEW, SAODAP, and Congress. The summary information for each general category and service is provided in four ways - by project, by USOE region, by NDEP program component (state, college, community, etc.) and in the form of a national total. The seven summary reports include a National Summary of Participants, an Ethnic Profile of Participants, and the number and type of Persons reported Participating in Education, Training, Direct Service, and Indirect Service activities.

## E. Project and Program Management Summaries

These reports provide some of the data related to the management strategies employed by the national program. For example, the Dollar and In-kind Contributions report and the Funding Summary provide an indication of the extent to which local projects are decreasing their dependence on the federal government. Similarly the Staff Characteristics reports provide an indication of how well project staffs reflect the makeup of the communities they serve. The Support Services Summary serves primarily as an internal monitor on the assistance that the federal program is providing to the field.

LOCAL NDEP PROJECT MANAGEMENT QUESTIONS
AND WHERE TO LOOK FOR ANSWERS

| ISS REPORTS (QUARTERLY) | What are we doing to whom? to Accomplish what? | How does this compare with what we expected to do? | What are we learning? What problems are we having? | What other alternatives do we have? What are others doing? |
|---|---|---|---|---|
| **A. Project Quarterly Report** | | | | |
| Accomplishment Report | ☒ | | | |
| Growth Report | | | ☒ | |
| Change Report | | ☒ | | |
| Action Plan | | ☒ | | |
| **B. Project Activity Summaries** | | | | |
| Activity Overview | | | | |
| Profile of Projects by Problems and Targets | | | | |
| Profile of Projects by Activities, Methods and Numbers of Participants | | | | |
| **C. Program Activity Indexes** | | | | |
| Projects and Specific Activities Indexed by: | | | | |
| - Problem/Objective (Includes Totals for Each Category) | | | | ☒ |
| - Specific Method (Includes Totals for Each Category) | | | | ☒ |
| - Type of People Served (Includes Totals for Each Category) | | | | ☒ |
| - Type of Other Organizations Involved (Includes Totals for Each Category) | | | | ☒ |
| Significant Experiences (Shared Experience Bank) Indexed by: | | | | |
| - Problems/Objectives | | | | ☒ |
| - Method | | | | ☒ |
| - People-Ethnic Background | | | | ☒ |
| - People-Role Type | | | | ☒ |
| **D. Summaries of Involvement** | | | | |
| Education and Training Summary, No. and Type of Person by:<br>- Project<br>- Region<br>- Program Component<br>- National Total | | | | |
| Training Summary No. and Type of Person by:<br>- Project<br>- Region<br>- Program Component<br>- National Total | | | | |
| Direct Services Summary No. Involved in Type of Service by:<br>- Project<br>- Region<br>- Program Component<br>- National Total | | | | |
| Indirect Services Summary No. Involved in Type of Service by:<br>- Project<br>- Region<br>- Program Component<br>- National Total | | | | |
| Inter-organizational Involvement Summary No. & Type of Organizations Involved by:<br>- Project<br>- Region<br>- Program Component<br>- National Total | | | | |
| National Summary of Participants No. Reported by:<br>- Type of Service<br>- Program Component<br>- National Total | | | | |
| Ethnic Profile of Participants No. Reported by:<br>- Project<br>- Region<br>- Program Component<br>- National Total | | | | |
| **E. Project and Program Management Summaries** | | | | |
| Staff Characteristics by Age, Sex, Job Level by:<br>- Project<br>- Region<br>- Program Component<br>- National Total | | | | |
| by Ethnic Background by:<br>- Project<br>- Region<br>- Program Component<br>- National Total | | | | |
| Funding Summary OE Grants and Other Funding by:<br>- Project<br>- Region<br>- Program Component<br>- National Total<br>Dollar and In-kind Contributions to Projects by:<br>- Project<br>- Region<br>- Program Component<br>- National Total | | | | |
| Support Services to Projects No. and Type of Service by:<br>- Project<br>- Region<br>- Program Component<br>- National Total | | | | |

## Local NDEP Project Management Questions
## And Where To Look For Answers

| | What are we doing to whom? to Accomplish what? | How does this compare with what we expected to do? | What are we learning? What problems are we having? | What other alternatives do we have? What are others doing? | What does USOE think we are doing? | What is the effect of the Program we are part of? |
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| d Targets | | | | | | |
| Methods and Numbers of Participants | | | | | | |
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| s for Each Category) | | | | ■ | | |
| Totals for Each Category) | | | | ■ | | |
| volved (Includes Totals for Each Category) | | | | ■ | | |
| perience Bank) Indexed by: | | | | | | |
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| and Type of Person by: | | | | | | |
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| d in Type of Service by: | | | | | | |
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| ved in Type of Service by: | | | | | | |
| | | | | | | ■ |
| mary No. & Type of Organizations Involved by: | | | | | | |
| | | | | | | ■ |
| Reported by: | | | | | | |
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| eported by: | | | | | | |
| | | | | | | ■ |
| es<br>ob Level by: | | | | | | |
| | | | | | | ■ |
| | | | | | | ■ |
| Funding by: | | | | | | |
| Projects by: | | | | | | |
| | | | | | | ■ |
| Type of Service by: | | | | | | |

USOE/NDEP Project Officer Management Questions
And Where To Look For Answers

| ISS REPORTS (QUARTERLY) | What is the project doing? |  | Is there significant progress? problems? What help might they need? | Where can I find relevant help for them? What help have they received? | Is it managed within scope of program guidelines? | How do the projects in my region compare? Do they have some common needs? |
|---|---|---|---|---|---|---|
|  | General | Specific |  |  |  |  |
| A. Project Quarterly Report |  |  |  |  |  |  |
| Accomplishment Report |  | ■ | ■ |  |  |  |
| Growth Report |  | ■ | ■ |  |  |  |
| Change Report |  | ■ | ■ |  |  |  |
| Action Plan |  | ■ | ■ |  |  |  |
| B. Project Activity Summaries |  |  |  |  |  |  |
| Activity Overview | ■ |  |  |  |  |  |
| Profile of Projects by Problems and Targets | ■ |  |  |  |  |  |
| Profile of Projects by Activities, Methods and Numbers of Participants |  | ■ |  |  |  |  |
| C. Program Activity Indexes |  |  |  |  |  |  |
| Projects and Specific Activities Indexed by: |  |  |  |  |  |  |
| - Problem/Objective (Includes Totals for Each Category) |  |  |  | ■ |  |  |
| - Specific Method (Includes Totals for Each Category) |  |  |  | ■ |  |  |
| - Type of People Served (Includes Totals for Each Category) |  |  |  | ■ |  |  |
| - Type of Other Organizations Involved (Includes Totals for Each Category) |  |  |  | ■ |  |  |
| Significant Experiences (Shared Experience Bank) Indexed by: |  |  |  |  |  |  |
| - Problems/Objectives |  |  |  | ■ |  |  |
| - Method |  |  |  | ■ |  |  |
| - People-Ethnic Background |  |  |  | ■ |  |  |
| - People-Role Type |  |  |  | ■ |  |  |
| D. Summaries of Involvement |  |  |  |  |  |  |
| Education and Training Summary No. and Type of Person by:<br>- Project<br>- Region<br>- Program Component<br>- National Total |  | ■ |  |  |  | ■ |
| Training Summary No. and Type of Person by:<br>- Project<br>- Region<br>- Program Component<br>- National Total |  | ■ |  |  |  | ■ |
| Direct Services Summary No. Involved in Type of Service by:<br>- Project<br>- Region<br>- Program Component<br>- National Total |  | ■ |  |  |  | ■ |
| Indirect Services Summary No. Involved in Type of Service by:<br>- Project<br>- Region<br>- Program Component<br>- National Total |  | ■ |  |  |  | ■ |
| Inter-organizational Involvement Summary No. & Type of Organizations Involved by:<br>- Project<br>- Region<br>- Program Component<br>- National Total |  | ■ |  |  | ■ | ■ |
| National Summary of Participants No. Reported by:<br>- Type of Service<br>- Program Component<br>- National Total |  |  |  |  |  |  |
| Ethnic Profile of Participants No. Reported by:<br>- Project<br>- Region<br>- Program Component<br>- National Total |  | ■ |  |  | ■ | ■ |
| E. Project and Program Management Summaries |  |  |  |  |  |  |
| Staff Characteristics by Age, Sex, Job Level by:<br>- Project<br>- Region<br>- Program Component<br>- National Total |  |  |  |  | ■ | ■ |
| by Ethnic Background by:<br>- Project<br>- Region<br>- Program Component<br>- National Total |  |  |  |  |  | ■ |
| Funding Summary OE Grants and Other Funding by:<br>- Project<br>- Region<br>- Program Component<br>- National Total |  |  |  |  | ■ | ■ |
| Dollar and In-kind Contributions to Projects by:<br>- Project<br>- Region<br>- Program Component<br>- National Total |  |  |  |  | ■ | ■ |
| Support Services to Projects No. and Type of Service by:<br>- Project<br>- Region<br>- Program Component<br>- National Total |  |  |  | ■ |  | ■ |

## USOE/NDEP And Other Federal Program Officer Management Questions And Where To Look For Answers

| ISS REPORTS (QUARTERLY) | Who is the program reaching? How many? | What kinds of activities are being supported? for what purpose? | Is the program generating local support? | Are there differences between components of NDEP-e.g. State, College, Community? | What kinds of technical assistance needs are there? | What seems to work? not work? |
|---|---|---|---|---|---|---|
| **A. Project Quarterly Report**<br>Accomplishment Report<br>Growth Report<br>Change Report<br>Action Plan | | | | | | |
| **B. Project Activity Summaries**<br>Activity Overview<br>Profile of Projects by Problems and Targets<br>Profile of Projects by Activities, Methods and Numbers of Participants | | | | | | |
| **C. Program Activity Indexes**<br>Projects and Specific Activities Indexed by:<br>- Problem/Objective (Includes Totals for Each Category) | | ■ | | | | |
| - Specific Method (Includes Totals for Each Category) | | ■ | | | | |
| - Type of People Served (Includes Totals for Each Category) | ■ | | | | | |
| - Type of Other Organizations Involved (Includes Totals for Each Category) | ■ | ■ | | | | |
| Significant Experiences (Shared Experience Bank) Indexed by:<br>- Problems/Objectives | | | | | | ■ |
| - Method | | | | | | ■ |
| - People-Ethnic Background | ■ | | | | | ■ |
| - People-Role Type | ■ | | | | | ■ |
| **D. Summaries of Involvement**<br>Education and Training Summary No. and Type of Person by:<br>- Project<br>- Region<br>- Program Component<br>- National Total | ■ | ■ | | ■ | | |
| Training Summary No. and Type of Person by:<br>- Project<br>- Region<br>- Program Component<br>- National Total | ■ | ■ | | ■ | | |
| Direct Services Summary No. Involved in Type of Service by:<br>- Project<br>- Region<br>- Program Component<br>- National Total | ■ | ■ | | ■ | | |
| Indirect Services Summary No. Involved in Type of Service by:<br>- Project<br>- Region<br>- Program Component<br>- National Total | ■ | ■ | | ■ | | |
| Inter-organizational Involvement Summary No. & Type of Organizations Involved by:<br>- Project<br>- Region<br>- Program Component<br>- National Total | ■ | ■ | ■ | ■ | | |
| National Summary of Participants No. Reported by:<br>- Type of Service<br>- Program Component<br>- National Total | ■ | ■ | | ■ | | |
| Ethnic Profile of Participants No. Reported by:<br>- Project<br>- Region<br>- Program Component<br>- National Total | ■ | ■ | | ■ | | |
| **E. Project and Program Management Summaries**<br>Staff Characteristics by Age, Sex, Job Level by - Project<br>- Region<br>- Program Component<br>- National Total | | | | ■ | | |
| by Ethnic Background by - Project<br>- Region<br>- Program Component<br>- National Total | | | | ■ | | |
| Funding Summary<br>OE Grants and Other Funding by - Project<br>- Region<br>- Program Component<br>- National Total | | | ■ | ■ | | |
| Dollar and In-kind Contributions to Projects by - Project<br>- Region<br>- Program Component<br>- National Total | | | ■ | ■ | | |
| Support Services to Projects<br>No. and Type of Service by - Project<br>- Region<br>- Program Component<br>- National Total | | | | ■ | | |

## A. PROJECT GROWTH RECORD REPORTS

## Accomplishment Report

This report is completed for each activity that a project manages. It permits a project to identify the actions that it took, the beneficiaries of the actions, and the success indicators that they actually perceived. The information is placed on the page to facilitate easy comparison with the Action Plan filled out three months before.

**CHECK TYPE OF SERVICE:**

☐ DIRECT PERSONAL
[Direct intervention for personal problems]

☐ TRAINING
[Information and/or experiences to be used to help others]

☐ EDUCATION
[Information and/or experiences to be used for self-growth]

☐ INDIRECT PERSONAL
[Information and/or experiences to a general audience]

☐ INTER-ORGANIZATIONAL
[To improve responsiveness of community]

☐ PROJECT MANAGEMENT
[To improve project's effectiveness]

**What is the specific problem or condition at which this activity is aimed?**

QUARTER

_______ to _______
mo. yr. mo.

PROJECT: _______

ACTIVITY: _______

| | | | | |
|---|---|---|---|---|
| **WHAT YOU DID** | | FOR WHOM | | |
| List those major tasks or events that actually took place in the operation of this activity. What was the duration, frequency, or length of time the activity or event was available per day, session, week, etc.? | | Who benefited from this activity? Describe by roles, or other significant characteristics, and please include the number involved. | | What indicati the effects yo |
| | Duration/ Frequency | WHO: | HOW MANY? | |

**COMPARE THESE ACCOMPLISHMENTS WITH YOUR ACTION PLAN FOR THIS QUARTER**

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ed for self-growth]

ral audience]

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What is the specific problem or condition at which this activity is aimed?

QUARTER

______ to ______
mo. yr. mo. yr.

## ACCOMPLISHMENT REPORT

PROJECT: ______________________

ACTIVITY: ______________________

|  | FOR WHOM |  | WHAT PROGRESS |
|---|---|---|---|
| ok<br>the<br>ty or | Who benefited from this activity? Describe by roles, or other significant characteristics, and please include the number involved. |  | What indications do you have that this activity had the effects you anticipated? Other effects? |
| on/<br>ncy | WHO: | HOW MANY? |  |

RE THESE ACCOMPLISHMENTS WITH YOUR ACTION PLAN FOR THIS QUARTER

## WHAT ARE YOU LEARNING?

The space below is for your comments on what is happening in your project as activities change and grow in response to needs. Please write freely. You do not have to limit yourself to "positive" incidents. Much value can also be derived from sharing the "what-went-wrong"s. The following are only suggestions of the types of information that can indicate what you are learning.

As you compared your Accomplishments last quarter with your earlier Action Plan ......

(a) Everything may have proceeded as planned. If so, what made it go? If not, what unexpected things occurred? How did you deal with them? Were there new opportunities that you were able to take advantage of? How?

(b) Was there significant staff personal growth? What influenced it?

(c) Was there significant community involvement? What influenced it?

**QUARTER**

_________ to _________
mo. yr. mo. yr.

PROJECT:__________

ACTIVITY:__________

Note: Please

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deal with them? Were there new opportunities that you were
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y involvement? What influenced it?

QUARTER

________ to ________
mo. yr. mo. yr.

## GROWTH REPORT

PROJECT: ________________________

ACTIVITY: ________________________

Note: Please use additional pages if necessary.

Growth Report

The purpose of this report is to capture the ideas that are generated when actual progress on the Accomplishment Report is compared with prior expectations on the Action Plan. In many projects the completion of this report becomes a total staff activity permitting them to "process" what they have been doing during the last quarter.

This report also serves as a primary input to the Shared Experience Bank.

**CHECK TYPE OF SERVICE:**

☐ DIRECT PERSONAL
[Direct intervention for personal problems]

☐ TRAINING
[Information and/or experiences to be used to help others]

☐ EDUCATION
[Information and/or experiences to be used for self-growth]

☐ INDIRECT PERSONAL
[Information and/or experiences to a general audience]

☐ INTER-ORGANIZATIONAL
[To improve responsiveness of community]

☐ PROJECT MANAGEMENT
[To improve project's effectiveness]

**What is the specific problem or condition at which this activity is aimed?**

QUARTER

________ to ________
mo. yr. mo.

PROJECT: ________

ACTIVITY: ________

| WHAT YOU DID | | FOR WHOM | | |
|---|---|---|---|---|
| List those major tasks or events that actually took place in the operation of this activity. What was the duration, frequency, or length of time the activity or event was available per day, session, week, etc.? | | Who benefited from this activity? Describe by roles, or other significant characteristics, and please include the number involved. | | What indicatio the effects yo |
| | Duration/ Frequency | WHO: | HOW MANY? | |

**COMPARE THESE ACCOMPLISHMENTS WITH YOUR ACTION PLAN FOR THIS QUARTER**

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What is the specific problem or condition at which this activity is aimed?

QUARTER

______ to ______
mo. yr. mo. yr.

# ACCOMPLISHMENT REPORT

PROJECT: ____________________

ACTIVITY: ____________________

| | | FOR WHOM | | WHAT PROGRESS |
|---|---|---|---|---|
| at actually took<br>ty. What was the<br>me the activity or<br>, week, etc.? | | Who benefited from this activity? Describe by roles, or other significant characteristics, and please include the number involved. | | What indications do you have that this activity had the effects you anticipated? Other effects? |
| | Duration/ Frequency | WHO: | HOW MANY? | |

COMPARE THESE ACCOMPLISHMENTS WITH YOUR ACTION PLAN FOR THIS QUARTER

## WHAT ARE YOU LEARNING?

The space below is for your comments on what is happening in your project as activities change and grow in response to needs. Please write freely. You do not have to limit yourself to "positive" incidents. Much value can also be derived from sharing the "what-went-wrong"s. The following are only suggestions of the types of information that can indicate what you are learning.

As you compared your Accomplishments last quarter with your earlier Action Plan ......

(a) Everything may have proceeded as planned. If so, what made it go? If not, what unexpected things occurred? How did you deal with them? Were there new opportunities that you were able to take advantage of? How?

(b) Was there significant staff personal growth? What influenced it?

(c) Was there significant community involvement? What influenced it?

**QUARTER**

_________ to _________
mo. yr. mo.

**PROJECT:**_________

**ACTIVITY:**_________

**Note:** Pl

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also be derived from sharing the "what-went-wrong"s. The following
types of information that can indicate what you are learning.

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did you deal with them? Were there new opportunities that you were
of? How?

ff personal growth? What influenced it?

mmunity involvement? What influenced it?

QUARTER

__________ to __________
mo. yr. mo. yr.

# GROWTH REPORT

**PROJECT:**______________________________

**ACTIVITY:**______________________________

**Note: Please use additional pages if necessary.**

## Change Report

Following right after the Growth Report, this page permits a project to document those things it believes it should do differently during the next quarter. Additional support for these changes can be indicated in the sections describing any new information that the project has regarding community needs and attitudes.

1. **If your next quarter's Action Plan will reflect something that you learned from your experiences last quarter, please indicate, by checking the appropriate box, the nature of the change. Comment freely about the change if you desire.**

☐ Change in HOW you are going to provide the services?

☐ Change in the number and/or type of PEOPLE you now expect to affect?

☐ Change in your assumptions about their NEEDS, conditions or problems?

☐ Change in what you expect can be ACCOMPLISHED by this activity?

☐ Other ______________________________

**COMMENTS:**

QUARTER

_________ to _________
mo. yr. mo.

PROJECT: _________

ACTIVITY: _________

2. **Indications of Continuing Need —**

Have there been any changes in the conditions this activity was originally designed to deal with? Are other resources now available outside your project? What indications do you have this quarter that this activity or service is still needed?

3. **Community and Staff Attitudes —**

What feedback did you receive that indicates the nature of the attitudes toward this activity?

4. **Confirming Changes —**

What kind of information will you use, and how will you gather it, that will provide evidence of the changes or effects of this activity (those listed in the last column of your Action Plan).

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COMMENTS:

QUARTER

CHANGE
REPORT

________ to ________
mo. yr. mo. yr.

PROJECT: ______________________________

ACTIVITY: ______________________________

Note: Please use additional pages if necessary.

**CHECK TYPE OF SERVICE:**

- ☐ DIRECT PERSONAL
  [Direct intervention for personal problems]
- ☐ TRAINING
  [Information and/or experiences to be used to help others]
- ☐ EDUCATION
  [Information and/or experiences to be used for self-growth]
- ☐ INDIRECT PERSONAL
  [Information and/or experiences to a general audience]
- ☐ INTER-ORGANIZATIONAL
  [To improve responsiveness of community]
- ☐ PROJECT MANAGEMENT
  [To improve project's effectiveness]

What is the specific problem or condition at which this activity is aimed?

QUARTER

_______ to _______
mo. yr. mo.

PROJECT:________

ACTIVITY:________

| | | | |
|---|---|---|---|
| **WHAT YOU PLAN TO DO AND WHEN** | TO WHOM | | W |
| What are the main events or tasks that you plan to accomplish this quarter? When will they occur? | Who are the "targets" of this activity? Describe those whom you plan to affect or influence during the coming quarter? Give numbers; estimates are fine. | | At the end o<br>conditions, o<br>you that this |
| | WHO: | HOW MANY? | |

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be used to help others]

be used for self-growth]

a general audience]

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What is the specific problem or condition at which this activity is aimed?

QUARTER

________ to ________
mo. yr. mo. yr.

# ACTION PLAN

PROJECT:________________________

ACTIVITY:________________________

| | | | |
|---|---|---|---|
| HEN | TO WHOM | | WHAT WILL HAPPEN |
| you plan<br>they occur? | Who are the "targets" of this activity? Describe those whom you plan to affect or influence during the coming quarter? Give numbers; estimates are fine. | | At the end of the quarter, what differences in conditions, or the actions of people, will satisfy you that this activity had the effects you desired? |
| | WHO: | HOW MANY? | |

Action Plan

This page permits a project to document its expectations for each of the activities it will manage during the coming quarter. It is a feed-forward device which provides the project and Project Officer with a reference point to make the progress report meaningful.

Projects are not held accountable for fulfilling their plans; but rather for checking frequently, and if their expectations were unrealistically high or low, for figuring out what to do about it, and then replanning.

QUARTER

______ to ______
mo. yr. mo.

PROJECT: ______

ACTIVITY: ______

1. **If your next quarter's Action Plan will reflect something that you learned from your experiences last quarter, please indicate, by checking the appropriate box, the nature of the change. Comment freely about the change if you desire.**

- ☐ Change in HOW you are going to provide the services?
- ☐ Change in the number and/or type of PEOPLE you now expect to affect?
- ☐ Change in your assumptions about their NEEDS, conditions or problems?
- ☐ Change in what you expect can be ACCOMPLISHED by this activity?
- ☐ Other ______

2. **Indications of Continuing Need –**

   Have there been any changes in the conditions this activity was originally designed to deal with? Are other resources now available outside your project? What indications do you have this quarter that this activity or service is still needed?

3. **Community and Staff Attitudes –**

   What feedback did you receive that indicates the nature of the attitudes toward this activity?

4. **Confirming Changes –**

   What kind of information will you use, and how will you gather it, that will provide evidence of the changes or effects of this activity (those listed in the last column of your Action Plan).

COMMENTS:

Note:

'ill reflect something
ices last quarter,
ropriate box, the
ely about the change

provide the

pe of PEOPLE

ut their NEEDS,

be ACCOMPLISHED

conditions this activity
h? Are other resources
? What indications do
vity or service is still

t indicates the nature
ty?

u use, and how will you
ice of the changes or
d in the last column of

**COMMENTS:**

QUARTER

__________ to __________
mo. yr. mo. yr.

## CHANGE REPORT

PROJECT: ____________________

ACTIVITY: ____________________

Note: Please use additional pages if necessary.

CHECK TYPE OF SERVICE

☐ DIRECT PERSONAL
[Direct intervention for personal problems]

☐ TRAINING
[Information and/or experiences to be used to help others]

☐ EDUCATION
[Information and/or experiences to be used for self-growth]

☐ INDIRECT PERSONAL
[Information and/or experiences to a general audience]

☐ INTER-ORGANIZATIONAL
[To improve responsiveness of community]

☐ PROJECT MANAGEMENT
[To improve project's effectiveness]

What [illegible] specific problem or condition at which this activity is aimed?

QUARTER

_________ to _________
mo. yr. mo. yr.

PROJECT:__________

ACTIVITY:__________

| WHAT YOU PLAN TO DO AND WHEN | TO WHOM | | WHAT WI |
|---|---|---|---|
| What are the main events or tasks that you plan to accomplish this quarter? When will they occur? | Who are the "targets" of this activity? Describe those whom you plan to affect or influence during the coming quarter? Give numbers; estimates are fine. | | At the end of the qua<br>conditions, or the acti<br>you that this activity |
| | WHO: | HOW MANY? | |

s]

used to help others]

sed for self-growth]

eral audience]

ty]

What [illegible] spe[illegible] probl[illegible] or condition at which this activity is aimed?

QUARTER

________ to ________
mo. yr. mo. yr.

# ACTION PLAN

PROJECT:________________________________

ACTIVITY:________________________________

| | TO WHOM | | WHAT WILL HAPPEN |
|---|---|---|---|
| plan<br>occur? | Who are the "targets" of this activity? Describe those whom you plan to affect or influence during the coming quarter? Give numbers; estimates are fine. | | At the end of the quarter, what differences in conditions, or the actions of people, will satisfy you that this activity had the effects you desired? |
| | WHO: | HOW MANY? | |

## B. PROJECT ACTIVITY SUMMARIES

## Activity Overview

This page contains a name and number for each activity that a project reports.

It is returned to the project with the status columns blank before the end of each quarter. They update the information and return it with their other Quarterly Reports. This report can also serve to provide a quick glimpse of the activities that any one project is conducting, their status, and the percentage of NDEP support.

```
R.I. DRUG EDUCATION PROJECT                   .ACTIVITY OVERVIEW                            C
% DON GARDNER, DEPT. OF EDUC.                     COVERING                                  S
199 PROMENADE STREET                          01/01/73 TO 03/31/73                          4
PROVIDENCE,RHODE ISLAND 02909
-------------------------------------------------------------------------------------------------
ACT  ACTIVITY TITLE
NO.                                                     STATUS OF THE ACTIVITY THIS QUARTER
       HOW IS THIS ACTIVITY BEING CONDUCTED?
                                                 ON-GOING  NEW THIS  COMPLETED  DROPPED  OTHER
                                                           QUARTER   THIS QTR            CHANGES
                                                                                         IN STATUS
-------------------------------------------------------------------------------------------------
                                                |         |         |          |        |
01  GENERAL INFORMATION MEETINGS FOR PUBLIC     |         |         |          |        |
      INFORMATIONAL                             |         |         |          |        |
      WORKSHOPS                                 |         |         |          |        |
      DISSEMINATION                             |         |         |          |        |

02  STUDENT-TEAM DEVELOPMENT OF TRAINING MATERIALS        |         |          |        |
      PAMPHLETS/BROCHURES                       |         |         |          |        |
      INFORMATION                               |         |         |          |        |
      PROVISION                                 |         |         |          |        |

03  DEVELOPMENT OF IN-SERVICE CURRICULUM, ETC.  |         |         |          |        |
      CURRICULUM GUIDE                          |         |         |          |        |
      WORKSHOPS                                 |         |         |          |        |
      EVALUATION                                |         |         |          |        |
                                                |         |         |          |        |
      CURRICULUM GUIDE                          |         |         |          |        |
      WORKSHOPS                                 |         |         |          |        |
      OPERATION                                 |         |         |          |        |

04  COMMUNITY TRAINING BY STATE TEAM MEMBERS    |         |         |          |        |
      COMMUNITY                                 |         |         |          |        |
      SOCIAL SEMINAR SERIES                     |         |         |          |        |
      PROVISION                                 |         |         |          |        |

05  ETV COURSE FOR GRADUATE CREDIT FOR TEACHERS |         |         |          |        |
      TELEVISION                                |         |         |          |        |
      MEDIA/AUDIO-VISUAL PRESENTATION           |         |         |          |        |
      PROVISION                                 |         |         |          |        |

06  IN-SERVICE TEACHER TRAINING IN DRUG EDUCATION         |         |          |        |
      TRAINING                                  |         |         |          |        |
      SOCIAL SEMINAR SERIES                     |         |         |          |        |
      PROVISION                                 |         |         |          |        |

07  INTER-AGENCY COOPERATION IN TRAINING EFFORTS|         |         |          |        |
      INTERAGENCY                               |         |         |          |        |
      CO-OP ACTIVITIES                          |         |         |          |        |
      COOPERATION                               |         |         |          |        |

08  ORGANIZATION OF COMMUNITY TEAM TRAINING/DDI-YALE      |         |          |        |
      TRAINING                                  |         |         |          |        |
      WORKSHOPS                                 |         |         |          |        |
      ACQUISITION
```

ECT
EDUC.

02909

ACTIVITY OVERVIEW
COVERING
01/01/73 TO 03/31/73

CONTACT:
SUE MCKENDALL(AT R.I.COLLEGE)
401:831-660

| TY BEING CONDUCTED? | STATUS OF THE ACTIVITY THIS QUARTER<br>ON-GOING | NEW THIS QUARTER | COMPLETED THIS QTR | DROPPED | OTHER CHANGES IN STATUS | COMMENTS | % NDEP FUND-ING |
|---|---|---|---|---|---|---|---|
| MEETINGS FOR PUBLIC | | | | | | | |
| PMENT OF TRAINING MATERIALS<br>S | | | | | | | |
| ERVICE CURRICULUM, ETC. | | | | | | | |
| BY STATE TEAM MEMBERS | | | | | | | |
| RIES | | | | | | | |
| DUATE CREDIT FOR TEACHERS | | | | | | | |
| L PRESENTATION | | | | | | | |
| TRAINING IN DRUG EDUCATION | | | | | | | |
| RIES. | | | | | | | |
| ERATION IN TRAINING EFFORTS | | | | | | | |
| MMUNITY TEAM TRAINING/DCI-YALE | | | | | | | |

```
R.I. DRUG EDUCATION PROJECT                         ACTIVITY OVERVIEW
% DON GARDNER, DEPT. OF EDUC.                           COVERING
199 PROMENADE STREET                                01/01/73 TO 03/31/73
PROVIDENCE,RHODE ISLAND 02909

---------------------------------------------------------------------------------------------------------
ACT  ACTIVITY TITLE
NO.
       HOW IS THIS ACTIVITY BEING CONDUCTED?              STATUS OF THE ACTIVITY THIS QUARTER

                                                 ON-GOING  NEW THIS   COMPLETED  DROPPED  OTHER
                                                           QUARTER    THIS QTR            CHANGES
                                                                                          IN STATU
---------------------------------------------------------------------------------------------------------
                                                 |         |          |          |        |
09   EVALUATION-STATUS REPORTS/QUARTERLIES FOR OE/SDE
      EVALUATION                                 |         |          |          |        |
                                                 |         |          |          |        |
10   STAFF TRAINING AT YALE'S DDI (ST DEPT OF ED & ERI)
      STAFF TRAINING                             |         |          |          |        |
                                                 |         |          |          |        |
11   K-12 LAPS(LEARNING ACTIVITY PROGRAMS)
      STAFF TRAINING                             |         |          |          |        |
      WORKSHOPS                                  |         |          |          |        |
      PREPARATION                                |         |          |          |        |
                                                 |         |          |          |        |
12   CONSULTING
      CONSULTATION                               |         |          |          |        |
      ASSISTANCE                                 |         |          |          |        |
      ASSISTANCE                                 |         |          |          |        |
                                                 |         |          |          |        |
99   EXTENDED STATE SERVICES
      EDUCATION                                  |         |          |          |        |
      WORKSHOPS                                  |         |          |          |        |
      OPERATION                                  |         |          |          |        |
```

ACTIVITY OVERVIEW
COVERING
01/01/73 TO 03/31/73

CONTACT:
SUE MCKENDALL(AT R.I.COLLEGE)
401:831-660

|  | STATUS OF THE ACTIVITY THIS QUARTER |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|
| ING CONDUCTED? | ON-GOING | NEW THIS QUARTER | COMPLETED THIS QTR | DROPPED | OTHER CHANGES IN STATUS | COMMENTS | % NDEP FUNDING |
| /QUARTERLIES FOR OE/SDE |  |  |  |  |  |  |  |
| CDI (ST DEPT OF ED & ERI) |  |  |  |  |  |  |  |
| TY PROGRAMS) |  |  |  |  |  |  |  |

## Profile of Project by Problem/Objectives

In the ISS taxonomy "objectives" are dealt with as responses to problems. There are the four principal ways that a project can respond to individual or community needs:

a. Provide help for personal problems through direct interventions,

b. Provide information and/or experiences to change behavior,

c. Improve community response to individual needs,

d. Improve the project's own effectiveness in responding to individual needs.

This report presents a view of a project in terms of these General Objectives, and also includes an indication of the people who are to be affected or involved. The reader is provided with a reference to the number of the specific activity in the Project Profile which relates to each problem.

```
REPORT 020 - ACTIVITY DATA                             PROJECT PROFILES (OBJECTIVES)
NATIONAL DRUG EDUCATION PROGRAM                        AS OF QUARTER ENDING 03/31/73

TOGETHER, INC.                                                                                   C
308 CARPENTER STREET                                                                             D
GLASSBORO, NEW JERSEY  08028                                                                     6

                                                              PROJECT OBJECTIVES
-----------------------------------------------------------------------------------------------------
THE PROJECT IS UNDERTAKING ACTIVITIES TO                                                THE PEOPLE TO
DEAL WITH THESE OBJECTIVES:                                                             INVOLVED ARE:
-----------------------------------------------------------------------------------------------------

PROVIDE HELP WITH PERSONAL PROBLEMS        THROUGH NON-EMERGENCY SERVICES
           FOCUSING ON:  WOMEN'S LIBERATION
                                                                                        WOMEN

PROVIDE HELP WITH PERSONAL PROBLEMS        THRU BOTH EMERGENCY/NON-EMERGENCY SERVICE
           FOCUSING ON:  CRISIS RESOLUTION                                              WOMEN
           FOCUSING ON:  LEGAL NEED                                                     LOW INCOME PEO
           FOCUSING ON:  SERVICES AVAILABLE
           FOCUSING ON:  NOT SPECIFIED
                                                                                        ADDICTS
                                                                                        YOUTH IN GENER
                                                                                        ADULTS
                                                                                        WOMEN
                                                                                        GAYS/HOMOSEXUA
                                                                                        SECONDARY STUD
                                                                                        COLLEGE/UNIV S
                                                                                        PEOPLE TOTAL

PROVIDE INFORMATION AND/OR EXPERIENCES     TO INCREASE AWARENESS AND KNOWLEDGE
           FOCUSING ON:  'THE DRUG PROBLEM'
                                                                                        COMMUNITY GROU
           FOCUSING ON:  EDUCATION NEED

PROVIDE INFORMATION AND/OR EXPERIENCES     BY DISSEMINATING INFORMATION
           FOCUSING ON:  'THE DRUG PROBLEM'
                                                                                        GENERAL PUBLIC
                                                                                        DRUG PROGRAM S
                                                                                        PROFESSIONALS/

PROVIDE INFORMATION AND/OR EXPERIENCES     BY DEVELOPING MATERIALS
           FOCUSING ON:  COUNSELING
                                                                                        DRUG PROGRAM S
                                                                                        OWN PROJECT ST

IMPROVE COMMUNITY RESPONSE TO INDIVIDUAL NEEDS  BY IMPROVING SERVICES
           FOCUSING ON:  RESPONSIVENESS                                                 YOUTH IN GENER
                                                                                        LOW INCOME PEO
                                                                                        PEOPLE TOTAL

IMPROVE COMMUNITY RESPONSE TO INDIVIDUAL NEEDS  THROUGH COMMUNITY ORGANIZATION
           FOCUSING ON:  YOUTH NEEDS                                                    SECONDARY STUD
```

```
                 PROJECT PROFILES (OBJECTIVES)                                                   PAGE  29
                 AS OF QUARTER ENDING 03/31/73                                                   06/30/73

                                                                      CONTACT:
                                                                      DAN DOUGHERTY
                                                                      609:881-4040

                          PROJECT OBJECTIVES
---------------------------------------------------------------------------------------------------------
ES TO                                                      THE PEOPLE TO BE AFFECTED OR       REFER TO
                                                           INVOLVED ARE:                      ACTIVITY:
---------------------------------------------------------------------------------------------------------

              THROUGH NON-EMERGENCY SERVICES
                                                                                              06
 LIBERATION                                                WOMEN                              06

              THRU BOTH EMERGENCY/NON-EMERGENCY SERVICE
RESOLUTION                                                 WOMEN                              06
EED                                                        LOW INCOME PEOPLE                  08
S AVAILABLE                                                                                   07
CIFIED                                                                                        01
                                                           ADDICTS                            02
                                                           YOUTH IN GENERAL                   01
                                                           ADULTS                             01
                                                           WOMEN                              02
                                                           GAYS/HOMOSEXUALS                   02
                                                           SECONDARY STUDENTS                 01
                                                           COLLEGE/UNIV STUDENTS              01
                                                           PEOPLE TOTAL                       01

CES           TO INCREASE AWARENESS AND KNOWLEDGE
UG PROBLEM'                                                                                   03
                                                           COMMUNITY GROUP MEMBR              03
ON NEED                                                                                       07

CES           BY DISSEMINATING INFORMATION
UG PROBLEM'                                                                                   03
                                                           GENERAL PUBLIC                     03
                                                           DRUG PROGRAM STAFF                 03
                                                           PROFESSIONALS/PARAPRO              03

CES           BY DEVELOPING MATERIALS
LING                                                                                          02
                                                           DRUG PROGRAM STAFF                 02
                                                           OWN PROJECT STAFF                  02

VIDUAL NEEDS  BY IMPROVING SERVICES
SIVENESS                                                   YOUTH IN GENERAL                   08
                                                           LOW INCOME PEOPLE                  08
                                                           PEOPLE TOTAL                       08

VIDUAL NEEDS  THROUGH COMMUNITY ORGANIZATION
EEDS                                                       SECONDARY STUDENTS                 04
```

```
REPORT 020 - ACTIVITY DATA                             PROJECT PROFILES (OBJECTIVES)
NATIONAL DRUG EDUCATION PROGRAM                        AS OF QUARTER ENDING 03/31/73

                                                                                           CO
TOGETHER, INC.                                                                             DA
308 CARPENTER STREET                                                                       60
GLASSBORO, NEW JERSEY  08028
                                                            PROJECT OBJECTIVES
-------------------------------------------------------------------------------------------------
                                                                                     THE PEOPLE TO B
THE PROJECT IS UNDERTAKING ACTIVITIES TO                                             INVOLVED ARE:
DEAL WITH THESE OBJECTIVES:
-------------------------------------------------------------------------------------------------

IMPROVE COMMUNITY RESPONSE TO INDIVIDUAL NEEDS  BY EVALUATING PROGRAMS
            FOCUSING ON:  ACTIVITY EFFECTIVENESS                                     SECONDARY STUD

IMPROVE COMMUNITY RESPONSE TO INDIVIDUAL NEEDS  BY REACHING OUT TO TARGET POPULATION
            FOCUSING ON:  SERVICES AVAILABLE

IMPROVE PROJECT EFFECTIVENESS                   BY GATHERING INFORMATION
            FOCUSING ON:  ACTIVITY EFFECTIVENESS                                     COMMUNITY LEADE
                                                                                     OWN PROJECT STA
                                                                                     PEOPLE TOTAL
            FOCUSING ON:  PROGRAM OPERATIONS                                         COMMUNITY LEADE
                                                                                     OWN PROJECT STA
                                                                                     PEOPLE TOTAL

IMPROVE PROJECT EFFECTIVENESS                   BY DEALING WITH EXTERNAL CONSTRAINTS
            FOCUSING ON:  COMMUNICATION

IMPROVE PROJECT EFFECTIVENESS                   BY ACQUIRING
            FOCUSING ON:  FINANCIAL RESOURCES

IMPROVE PROJECT EFFECTIVENESS                   BY INCREASING STAFF SKILLS
            FOCUSING ON:  COUNSELING                                                 COMMUNITY GROU
                                                                                     OWN PROJECT STA
                                                                                     PEOPLE TOTAL

OBJECTIVE UNDEFINED                             OBJECTIVE UNDEFINED
            FOCUSING ON:  SUBJECT UNDEFINED
```

```
                 PROJECT PROFILES (OBJECTIVES)                                            PAGE  30
                 AS OF QUARTER ENDING 03/31/73                                            08/30/73

                                                                  CONTACT:
                                                                  DAN DOUGHERTY
                                                                  609:881-4040

                        PROJECT OBJECTIVES
------------------------------------------------------------------------------------------------
TIES TO                                                     THE PEOPLE TO BE AFFECTED OR    REFER TO
                                                            INVOLVED ARE:                   ACTIVITY:
------------------------------------------------------------------------------------------------

IVIDUAL NEEDS  BY EVALUATING PROGRAMS
ITY EFFECTIVENESS                                           SECONDARY STUDENTS               04

IVIDUAL NEEDS  BY REACHING OUT TO TARGET POPULATION
CES AVAILABLE                                                                                11

               BY GATHERING INFORMATION
ITY EFFECTIVENESS                                           COMMUNITY LEADERS                20
                                                            OWN PROJECT STAFF                20
                                                            PEOPLE TOTAL                     20
AM OPERATIONS                                               COMMUNITY LEADERS                13,15
                                                            OWN PROJECT STAFF                13,15
                                                            PEOPLE TOTAL                     13,15

               BY DEALING WITH EXTERNAL CONSTRAINTS
NICATION                                                                                     12

               BY ACQUIRING
CIAL RESOURCES                                                                               14

               BY INCREASING STAFF SKILLS
SELING                                                      COMMUNITY GROUP MEMBR            09
                                                            OWN PROJECT STAFF                09
                                                            PEOPLE TOTAL                     09

               OBJECTIVE UNDEFINED
ECT UNDEFINED                                                                                05
```

Profile of Project by Activities, Methods, and Numbers of Participants

This report is a detailed description of the project using both the title the project assigns to an activity and the information system's description of what is happening within each activity (specific methods, the phase of implementation, the current status, the target groups involved, and the number of persons involved).

(In the sample on the following page, no data was entered for the first two quarters).

REPORT 025 - ACTIVITY DATA
NATIONAL DRUG EDUCATION PROGRAM
DRUG ABUSE COUNCIL OF EVERETT
EVERETT, WASHINGTON 98201

PROJECT PROFILES (ACTIVITIES)
AS OF QUARTER ENDING 03/31/73

CONTAC
DIANA
206:25

PROJECT ACTIVITIES

| ACT NO. ACTIVITY TITLE<br>HOW IS THIS ACTIVITY BEING CONDUCTED?<br>WHAT IS THE STATUS? | WHO IS BEING AFFECTED OR INFLUENCED? | 1ST QUARTER NUMBER PLANNED | 1ST QUARTER NUMBER INVOLVED | 2ND QUARTER NUMBER PLANNED | 2ND QUARTER NUMBER INVOLVED | 3RD QUARTER NUMBER PLANNED | 3RD QUARTER NUMBER INVOLVED |
|---|---|---|---|---|---|---|---|
| 01 KARMA CLINIC<br>DROP-IN CENTER<br>PERSONAL SUPPORT<br>ASSISTANCE<br>STATUS: ON-GOING | DIVERSIFIED GROUP | 0 | 0 | 0 | 0 | 0 | 275 |
| | TOTAL NUMBER INVOLVED | 0 | 0 | 0 | 0 | 0 | 275 |
| FAMILY<br>COUNSELING<br>ASSISTANCE<br>STATUS: ON-GOING | PEOPLE UNDEFINED | 0 | 0 | 0 | 0 | 0 | 0 |
| | PEOPLE TOTAL | 0 | 0 | 0 | 0 | 0 | 82 |
| | TOTAL NUMBER INVOLVED | 0 | 0 | 0 | 0 | 0 | 82 |
| GROUP AND INDIVIDUAL<br>COUNSELING<br>ASSISTANCE<br>STATUS: ON-GOING | PEOPLE UNDEFINED | 0 | 0 | 0 | 0 | 0 | 0 |
| | TOTAL NUMBER INVOLVED | 0 | 0 | 0 | 0 | 0 | 0 |
| HOTLINE<br>PERSONAL SUPPORT<br>ASSISTANCE<br>STATUS: ON-GOING | ADDICTS | 0 | 0 | 0 | 0 | 0 | 141 |
| | DIVERSIFIED GROUP | 0 | 0 | 0 | 0 | 0 | 47 |
| | TOTAL NUMBER INVOLVED | 0 | 0 | 0 | 0 | 0 | 188 |
| LEGAL/MEDICAL/PSYCHIATRIC<br>REFERRAL<br>ASSISTANCE<br>STATUS: ON-GOING | DIVERSIFIED GROUP | 0 | 0 | 0 | 0 | 0 | 75 |
| | TOTAL NUMBER INVOLVED | 0 | 0 | 0 | 0 | 0 | 7 |
| REHABILITATION<br>ALTERNATIVES PROGRAM<br>PROVISION<br>STATUS: ON-GOING | OTHER POTENTIAL USERS | 0 | 0 | 0 | 0 | 0 | 4 |
| | TOTAL NUMBER INVOLVED | 0 | 0 | 0 | 0 | 0 | 4 |
| SPEAKERS BUREAU<br>LECTURES/PRESENTATIONS<br>DISSEMINATION<br>STATUS: ON-GOING | DIVERSIFIED GROUP | 0 | 0 | 0 | 0 | 0 | |
| | TOTAL NUMBER INVOLVED | 0 | 0 | 0 | 0 | 0 | |
| TREATMENT<br>PROFESSIONAL SERVICES<br>ASSISTANCE<br>STATUS: ON-GOING | DIVERSIFIED GROUP | 0 | 0 | 0 | 0 | 0 | 31 |
| | TOTAL NUMBER INVOLVED | 0 | 0 | 0 | 0 | 0 | 31 |

PROJECT PROFILES (ACTIVITIES)
AS OF QUARTER ENDING 03/31/73

PAGE 502
08/30/73

CONTACT:
DIANA IMUS
206:258-2649

PROJECT ACTIVITIES

| WHO IS BEING AFFECTED OR INFLUENCED? | 1ST QUARTER NUMBER PLANNED | 1ST QUARTER NUMBER INVOLVED | 2ND QUARTER NUMBER PLANNED | 2ND QUARTER NUMBER INVOLVED | 3RD QUARTER NUMBER PLANNED | 3RD QUARTER NUMBER INVOLVED | 4TH QUARTER NUMBER PLANNED | 4TH QUARTER NUMBER INVOLVED |
|---|---|---|---|---|---|---|---|---|
| ED GROUP | 0 | 0 | 0 | 0 | 0 | 275 | 0 | 0 |
| BER INVOLVED | 0 | 0 | 0 | 0 | 0 | 275 | 0 | 0 |
| DEFINED | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TAL | 0 | 0 | 0 | 0 | 0 | 82 | 0 | 0 |
| BER INVOLVED | 0 | 0 | 0 | 0 | 0 | 82 | 0 | 0 |
| DEFINED | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| BER INVOLVED | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  | 0 | 0 | 0 | 0 | 0 | 141 | 0 | 0 |
| IED GROUP | 0 | 0 | 0 | 0 | 0 | 47 | 0 | 0 |
| BER INVOLVED | 0 | 0 | 0 | 0 | 0 | 188 | 0 | 0 |
| IED GROUP | 0 | 0 | 0 | 0 | 0 | 75 | 0 | 0 |
| BER INVOLVED | 0 | 0 | 0 | 0 | 0 | 75 | 0 | 0 |
| TENTIAL USERS | 0 | 0 | 0 | 0 | 0 | 41 | 0 | 0 |
| MBER INVOLVED | 0 | 0 | 0 | 0 | 0 | 41 | 0 | 0 |
| IED GROUP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| MBER INVOLVED | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| IED GROUP | 0 | 0 | 0 | 0 | 0 | 314 | 0 | 0 |
| MBER INVOLVED | 0 | 0 | 0 | 0 | 0 | 314 | 0 | 0 |

```
REPORT 025 - ACTIVITY DATA                                PROJECT PROFILE: (ACTIVITIES)
NATIONAL DRUG EDUCATION PROGRAM                           AS OF QUARTER ENDING 03/31/73
DRUG ABUSE COUNCIL OF EVERETT                                                                                 CONTA
EVERETT, WASHINGTON    98201                                                                                  DIANA
                                                                                                              206:2


                                                                PROJECT ACTIVITIES
-----------------------------------------------------------------------------------------------------------------
ACT  ACTIVITY TITLE
NO.
HOW IS THIS ACTIVITY BEING CONDUCTED?  WHO IS BEING        1ST QUARTER          2ND QUARTER          3RD QUARTER
WHAT IS THE STATUS?                    AFFECTED OR      NUMBER    NUMBER     NUMBER    NUMBER     NUMBER    NUMBER
                                       INFLUENCED?      PLANNED   INVOLVED   PLANNED   INVOLVED   PLANNED   INVOLVE
-----------------------------------------------------------------------------------------------------------------

TREATMENT
PROFESSIONAL SERVICES
PROVISION                             PEOPLE UNDEFINED       0         0         0         0         0
STATUS:  ON-GOING
                                      TOTAL NUMBER INVOLVED  0         0         0         0         0

    TOTAL PEOPLE INVOLVED:            DIVERSIFIED GROUP      0         0         0         0         0         7
                                      PEOPLE UNDEFINED       0         0         0         0         0
                                      PEOPLE TOTAL           0         0         0         0         0         8
                                      ADDICTS                0         0         0         0         0        14
                                      OTHER POTENTIAL USERS  0         0         0         0         0         4

05  EDUCATION AND TRAINING
INFORMATIONAL
COURSE
PROVISION                             I-SECONDARY STUDENTS   0         0         0         0         0         2
STATUS:  ON-GOING                     I--K-12 TEACHERS       0         0         0         0         0         1
                                      TOTAL NUMBER INVOLVED  0         0         0         0         0         3

INFORMATIONAL
WORKSHOPS
PROVISION                             I-YOUTH IN GENERAL     0         0         0         0         0
STATUS:  ON-GOING                     I-COMMUNITY GROUP MBR  0         0         0         0         0         1
                                      I-BUSINESSMEN          0         0         0         0         0
                                      I-OTHER PROFESSIONALS  0         0         0         0         0         2
                                      TOTAL NUMBER INVOLVED  0         0         0         0         0

    TOTAL PEOPLE INVOLVED:            I-SECONDARY STUDENTS   0         0         0         0         0         2
                                      I--K-12 TEACHERS       0         0         0         0         0         1
                                      I-YOUTH IN GENERAL     0         0         0         0         0
                                      I-COMMUNITY GROUP MBR  0         0         0         0         0         1
                                      I-BUSINESSMEN          0         0         0         0         0
                                      I-OTHER PROFESSIONALS  0         0         0         0         0

06  INTER-ORGANIZATIONAL SERVICES
EDUCATION
MEETINGS
PREPARATION                           DRUG PROGRAM STAFF     0         0         0         0         0
STATUS:  ON-GOING                     K-12 ADMINISTRATORS    0         0         0         0         0
                                      K-12 DRUG ED PERSNL    0         0         0         0         0
                                      K-12 HEALTH PERSONNEL  0         0         0         0         0
                                      PEOPLE TOTAL           0         0         0         0         0
                                      TOTAL NUMBER INVOLVED  0         0         0         0         0
```

PROJECT PROFILE: (ACTIVITIES)
AS OF QUARTER ENDING 03/31/73

CONTACT:
DIANA IMUS
206:258-2649

PROJECT ACTIVITIES

| TED? WHO IS BEING AFFECTED OR INFLUENCED? | 1ST QUARTER NUMBER PLANNED | 1ST QUARTER NUMBER INVOLVED | 2ND QUARTER NUMBER PLANNED | 2ND QUARTER NUMBER INVOLVED | 3RD QUARTER NUMBER PLANNED | 3RD QUARTER NUMBER INVOLVED | 4TH QUARTER NUMBER PLANNED | 4TH QUARTER NUMBER INVOLVED |
|---|---|---|---|---|---|---|---|---|
| LE UNDEFINED | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| L NUMBER INVOLVED | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| RSIFIED GROUP | 0 | 0 | 0 | 0 | 0 | 711 | 0 | 0 |
| LE UNDEFINED | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| LE TOTAL | 0 | 0 | 0 | 0 | 0 | 82 | 0 | 0 |
| TS | 0 | 0 | 0 | 0 | 0 | 141 | 0 | 0 |
| R POTENTIAL USERS | 0 | 0 | 0 | 0 | 0 | 41 | 0 | 0 |
| CONDARY STUDENTS | 0 | 0 | 0 | 0 | 0 | 245 | 0 | 0 |
| -12 TEACHERS | 0 | 0 | 0 | 0 | 0 | 100 | 0 | 0 |
| L NUMBER INVOLVED | 0 | 0 | 0 | 0 | 0 | 345 | 0 | 0 |
| UTH IN GENERAL | 0 | 0 | 0 | 0 | 0 | 40 | 0 | 0 |
| MMUNITY GROUP MBR | 0 | 0 | 0 | 0 | 0 | 100 | 0 | 0 |
| SINESSMEN | 0 | 0 | 0 | 0 | 0 | 40 | 0 | 0 |
| HER PROFESSIONALS | 0 | 0 | 0 | 0 | 0 | 60 | 0 | 0 |
| L NUMBER INVOLVED | 0 | 0 | 0 | 0 | 0 | 240 | 0 | 0 |
| CONDARY STUDENTS | 0 | 0 | 0 | 0 | 0 | 245 | 0 | 0 |
| -12 TEACHERS | 0 | 0 | 0 | 0 | 0 | 100 | 0 | 0 |
| UTH IN GENERAL | 0 | 0 | 0 | 0 | 0 | 40 | 0 | 0 |
| MMUNITY GROUP MBR | 0 | 0 | 0 | 0 | 0 | 100 | 0 | 0 |
| SINESSMEN | 0 | 0 | 0 | 0 | 0 | 40 | 0 | 0 |
| HER PROFESSIONALS | 0 | 0 | 0 | 0 | 0 | 60 | 0 | 0 |
| PROGRAM STAFF | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ADMINISTRATORS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DRUG ED PERSNL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| HEALTH PERSONNEL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| LE TOTAL | 0 | 0 | 0 | 0 | 0 | 40 | 0 | 0 |
| L NUMBER INVOLVED | 0 | 0 | 0 | 0 | 0 | 40 | 0 | 0 |

REPORT 025 - ACTIVITY DATA
NATIONAL DRUG EDUCATION PROGRAM
DRUG ABUSE COUNCIL OF EVERETT
EVERETT, WASHINGTON 98201

PROJECT PROFILES (ACTIVITIES)
AS OF QUARTER ENDING 03/31/73

CONT
DIAN
206:

PROJECT ACTIVITIES

| ACT ACTIVITY TITLE NO. HOW IS THIS ACTIVITY BEING CONDUCTED? WHAT IS THE STATUS? | WHO IS BEING AFFECTED OR INFLUENCED? | 1ST QUARTER NUMBER PLANNED | 1ST QUARTER NUMBER INVOLVED | 2ND QUARTER NUMBER PLANNED | 2ND QUARTER NUMBER INVOLVED | 3RD QUARTER NUMBER PLANNED | 3RD QUARTER NUMBER INVOLV |
|---|---|---|---|---|---|---|---|
| LEGAL<br>MEETINGS<br>COOPERATION<br>STATUS: ON-GOING | LEGAL PERSONNEL | 0 | 0 | 0 | 0 | 0 | |
| | LAW ENFORCEMENT | 0 | 0 | 0 | 0 | 0 | |
| | PEOPLE TOTAL | 0 | 0 | 0 | 0 | 0 | |
| | TOTAL NUMBER INVOLVED | 0 | 0 | 0 | 0 | 0 | |
| LEGAL/MEDICAL/PSYCHIATRIC<br>MEETINGS<br>COOPERATION<br>STATUS: ON-GOING | LEGAL PERSONNEL | 0 | 0 | 0 | 0 | 0 | |
| | LAW ENFORCEMENT | 0 | 0 | 0 | 0 | 0 | |
| | PEOPLE UNDEFINED | 0 | 0 | 0 | 0 | 0 | |
| | TOTAL NUMBER INVOLVED | 0 | 0 | 0 | 0 | 0 | |
| TOTAL PEOPLE INVOLVED: | DRUG PROGRAM STAFF | 0 | 0 | 0 | 0 | 0 | |
| | K-12 ADMINISTRATORS | 0 | 0 | 0 | 0 | 0 | |
| | K-12 DRUG ED PERSNL | 0 | 0 | 0 | 0 | 0 | |
| | K-12 HEALTH PERSONNEL | 0 | 0 | 0 | 0 | 0 | |
| | PEOPLE TOTAL | 0 | 0 | 0 | 0 | 0 | |
| | LEGAL PERSONNEL | 0 | 0 | 0 | 0 | 0 | |
| | LAW ENFORCEMENT | 0 | 0 | 0 | 0 | 0 | |

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PROJECT PROFILES (ACTIVITIES)                                              PAGE 504
AS OF QUARTER ENDING 03/31/73                                              08/30/73

                                                        CONTACT:
                                                        DIANA IMUS
                                                        206:258-2645


              PROJECT ACTIVITIES
-------------------------------------------------------------------------------------

HO IS BEING     1ST QUARTER         2ND QUARTER         3RD QUARTER         4TH QUARTER
FFECTED OF   NUMBER   NUMBER     NUMBER   NUMBER     NUMBER   NUMBER     NUMBER   NUMBER
NFLUENCED?   PLANNED  INVOLVED   PLANNED  INVOLVED   PLANNED  INVOLVED   PLANNED  INVOLVED
-------------------------------------------------------------------------------------


NNEL              0        0          0        0          0        0          0        0
MENT              0        0          0        0          0        0          0        0
L                 0        0          0        0          0       12          0        0
R INVOLVED        0        0          0        0          0       12          0        0

NNEL              0        0          0        0          0        0          0        0
MENT              0        0          0        0          0        0          0        0
FINED             0        0          0        0          0        6          0        0
R INVOLVED        0        0          0        0          0        6          0        0

M STAFF           0        0          0        0          0        0          0        0
ISTRATORS         0        0          0        0          0        0          0        0
D PERSNL          0        0          0        0          0        0          0        0
PERSONNEL         0        0          0        0          0        0          0        0
L                 0        0          0        0          0       58          0        0
NNEL              0        0          0        0          0        0          0        0
EMENT             0        0          0        0          0        0          0        0
```

## C. PROGRAM ACTIVITY INDEXES

The following four indexes provide a way for a searcher to identify a particular project that is dealing with an area of concern that may be relevant to him.

## Problem/Objective Profile and Index

The activities of all the projects in the NDEP are indexed in this report, first in terms of one of the four general problems or objectives; then within each general objective by the specific objective (one which restricts the major objective), and then by the subject which provides a focus for the objective.

Under each of these problem/objectives are listed the projects which have listed that objective, the action phase of their activity such as preparation for training workshop, or provision of a training workshop; and the status of the activity.

For each objective the number of projects reporting it and the number of different methods being reported as relating to it are provided.

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REPORT 030 - ACTIVITY DATA                                   PROGRAM OBJECTIVES PROFILE
NATIONAL DRUG EDUCATION PROGRAM                             AS OF QUARTER ENDING 03/31/73

---------------------------------------------------------------------------------------------------------
OBJECTIVES
  SPECIFIC OBJECTIVES         PROJECT                   SPECIFIC METHOD AND/OR GENERAL METHOD            TYPE
    SUBJECTS
---------------------------------------------------------------------------------------------------------

PROVIDE HELP WITH PERSONAL PROBLEMS
  THROUGH EMERGENCY/CRISIS SERVICES
    FOCUSING ON: COUNSELING
        UNIV/VERMONT THE NEXT THING     STAFF                         OUTSIDE TECHNICAL ASSISTANCE  PROVI
        TOTAL NUMBER OF PROJECTS   1    TOTAL NUMBER OF DIFFERENT METHODS   1

    FOCUSING ON: CRISIS RESOLUTION
        ANN ARBOR COMMUNITY COALITION   HOTLINE                       PERSONAL CONTACT              OPERA
        COLUMBIA, SC URBAN SERV CTR     HOTLINE                       COUNSELING/INFORMATION/REFERR OPERA
        COLUMBIA, SC URBAN SERV CTR     HOTLINE                       FACILITY                      OPERA
        COLUMBIA, SC URBAN SERV CTR     INDIVIDUAL                    COUNSELING                    PROVI
        COLUMBIA, SC URBAN SERV CTR     INDIVIDUAL                    PERSONAL CONTACT              PROVI
        COLUMBIA, SC URBAN SERV CTR     INDIVIDUAL                    REFERRAL                      PROVI
        DENVER SCHOOL/COMMUNITY PRGM    INDIVIDUAL                    REFERRAL                      COORD
        EUGENE OREGON WHITEBIRD         HOTLINE                       FACILITY                      OPERA
        EVERETT WASH DRUG AB COUNCIL    DROP-IN CENTER                PERSONAL SUPPORT              ASSIS
        EVERETT WASH DRUG AB COUNCIL    HOTLINE                       PERSONAL SUPPORT              ASSIS
        FAIRBANK , ALASKA CODEP         HEALTH                        PROFESSIONAL SERVICES         ASSIS
        KEARNEY, NEB DRUG & HEALTH      TELEPHONE                     COUNSELING/INFORMATION/REFERR PROVI
        LAS VEGAS SO. NEV DRUG COUNCIL  HOTLINE                       COUNSELING/INFORMATION/REFERR OPERA
        UNIVERSITY OF DETROIT-MANDELLA  INDIVIDUAL                    COUNSELING                    PROVI
        TOTAL NUMBER OF PROJECTS   9    TOTAL NUMBER OF DIFFERENT METHODS  10

    FOCUSING ON: DRUG-RELATED NEED
        ANN ARBOR COMMUNITY COALITION   TREATMENT                     PROFESSIONAL SERVICES         PROVI
        BISMARCK ND AWARENESS HOUSE     HOTLINE                       COUNSELING/INFORMATION/REFERR OPERA
        BISMARCK ND AWARENESS HOUSE     INDIVIDUAL                    COUNSELING/INFORMATION/REFERR OPERA
        EVERETT WASH DRUG AB COUNCIL    TREATMENT                     PROFESSIONAL SERVICES         PROVI
        FAIRBANK , ALASKA CODEP         HOTLINE                       COUNSELING/INFORMATION/REFERR ASSIS
        FORT COLLINS, COL. THE POINT    HOTLINE                       COUNSELING/INFORMATION/REFERR OPERA
        FORT COLLINS, COL. THE POINT    INDIVIDUAL                    PERSONAL SUPPORT              PROVI
        INDIANAPOLIS DEMONSTRATION PRJ  INDIVIDUAL                    REFERRAL                      PROVI
        SAN JUAN, PR, NU SIGMA BETA     OTHER SPECIFIC METHOD         PROFESSIONAL SERVICES         PROVI
        WEST LEBANON, NH-PROJ.HEADREST  INDIVIDUAL                    COUNSELING                    PROVI
        TOTAL NUMBER OF PROJECTS   8    TOTAL NUMBER OF DIFFERENT METHODS   7

    FOCUSING ON: DRUG EFFECTS ON USERS
        SAN ANGELO,TEXAS TRADE          TEMPORARY DURATION (CRASH PAD SHELTER                       OPERA
        TOTAL NUMBER OF PROJECTS   1    TOTAL NUMBER OF DIFFERENT METHODS   1

    FOCUSING ON: FINANCIAL RESOURCES
        FORT COLLINS, COL. THE POINT    FINANCIAL                     ASSISTANCE                    PROVI
        TOTAL NUMBER OF PROJECTS   1    TOTAL NUMBER OF DIFFERENT METHODS , 1

    FOCUSING ON: MEDICAL NEED
        SAN JUAN, PR, NU SIGMA BETA     OTHER SPECIFIC METHOD       . PROFESSIONAL SERVICES         PROVI
        TOTAL NUMBER OF PROJECTS   1    TOTAL NUMBER OF DIFFERENT METHODS   1

  THROUGH NON-EMERGENCY SERVICES
    FOCUSING ON: ALTERNATIVES
        EAST L.A. COLLEGE-COMMUNITY     EMPLOYMENT                    ALTERNATIVES PROGRAM          OPER
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                     PROGRAM OBJECTIVES PROFILE                                 PAGE   3
                   AS OF QUARTER ENDING 03/31/73                                  09/30/73
----------------------------------------------------------------------------------------------------
ECT             SPECIFIC METHOD AND/OR GENERAL METHOD                TYPE OF ACTION   STATUS
----------------------------------------------------------------------------------------------------

EMS
CES

HING      STAFF                         OUTSIDE TECHNICAL ASSISTANCE  PROVISION      ON-GOING
S   1     TOTAL NUMBER OF DIFFERENT METHODS   1

ON
LITION    HOTLINE                       PERSONAL CONTACT              OPERATION      ON-GOING
 CTR      HOTLINE                       COUNSELING/INFORMATION/REFERR OPERATION      ON-GOING
 CTR      HOTLINE                       FACILITY                      OPERATION      ON-GOING
 CTR      INDIVIDUAL                    COUNSELING                    PROVISION      ON-GOING
 CTR      INDIVIDUAL                    PERSONAL CONTACT              PROVISION      ON-GOING
 CTR      INDIVIDUAL                    REFERRAL                      PROVISION      ON-GOING
 PRGM     INDIVIDUAL                    REFERRAL                      COORDINATION   CHANGED
          HOTLINE                       FACILITY                      OPERATION      ON-GOING
UNCIL     DROP-IN CENTER                PERSONAL SUPPORT              ASSISTANCE     ON-GOING
UNCIL     HOTLINE                       PERSONAL SUPPORT              ASSISTANCE     ON-GOING
          HEALTH                        PROFESSIONAL SERVICES         ASSISTANCE     NOT SPECIFIED
LTH       TELEPHONE                     COUNSELING/INFORMATION/REFERR PROVISION      CHANGED
COUNCIL   HOTLINE                       COUNSELING/INFORMATION/REFERR OPERATION      ON-GOING
ANDELLA   INDIVIDUAL                    COUNSELING                    PROVISION      NOT SPECIFIED
S   9     TOTAL NUMBER OF DIFFERENT METHODS  10

ED
LITION    TREATMENT                     PROFESSIONAL SERVICES         PROVISION      ON-GOING
OUSE      HOTLINE                       COUNSELING/INFORMATION/REFERR OPERATION      ON-GOING
OUSE      INDIVIDUAL                    COUNSELING/INFORMATION/REFERR OPERATION      ON-GOING
UNCIL     TREATMENT                     PROFESSIONAL SERVICES         PROVISION      ON-GOING
          HOTLINE                       COUNSELING/INFORMATION/REFERR ASSISTANCE     ON-GOING
 POINT    HOTLINE                       COUNSELING/INFORMATION/REFERR OPERATION      ON-GOING
 POINT    INDIVIDUAL                    PERSONAL SUPPORT              PROVISION      ON-GOING
ION PRJ   INDIVIDUAL                    REFERRAL                      PROVISION      ON-GOING
 BETA     OTHER SPECIFIC METHOD         PROFESSIONAL SERVICES         PROVISION      DROPPED
EADREST   INDIVIDUAL                    COUNSELING                    PROVISION      NOT SPECIFIED
S   8     TOTAL NUMBER OF DIFFERENT METHODS   7

 USERS
          TEMPORARY DURATION (CRASH PAD SHELTER                       OPERATION      ON-GOING
S   1     TOTAL NUMBER OF DIFFERENT METHODS   1

RCES
 POINT    FINANCIAL                     ASSISTANCE                    PROVISION      ON-GOING
S   1     TOTAL NUMBER OF DIFFERENT METHODS   1


 BETA     OTHER SPECIFIC METHOD         PROFESSIONAL SERVICES         PROVISION      DROPPED
S   1     TOTAL NUMBER OF DIFFERENT METHODS   1


NITY      EMPLOYMENT                    ALTERNATIVES PROGRAM          OPERATION      ON-GOING
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REPORT 030 - ACTIVITY DATA                    PROGRAM OBJECTIVES PROFILE
NATIONAL DRUG EDUCATION PROGRAM              AS OF QUARTER ENDING 03/31/73

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OBJECTIVES
  SPECIFIC OBJECTIVES       PROJECT           SPECIFIC METHOD AND/OR GENERAL METHOD                 TYPE
    SUBJECTS
-------------------------------------------------------------------------------------------------------

        HARLEM TEAMS FOR SELF HELP       RESOURCE CENTER                OUTREACH                    EXCH
        HARLEM TEAMS FOR SELF HELP       SPORTS                         ALTERNATIVES PROGRAM        PROV
        HARLEM TEAMS FOR SELF HELP       SPORTS                         ALTERNATIVES PROGRAM        PROV
        LAS VEGAS SO. NEV DRUG COUNCIL   DANCE/THEATRE                  ALTERNATIVES PROGRAM        PROV
        LAS VEGAS SO. NEV DRUG COUNCIL   GROUP                          RAPS/DISCUSSIONS            PROV
        LAS VEGAS SO. NEV DRUG COUNCIL   SPORTS                         SPECIAL EVENTS              PROV
        UNIV/ARIZ HUMAN GROWTH & DEV     MOVIE/FILM STRIP               INFORMATION                 OPER
        UNIV/ARIZ HUMAN GROWTH & DEV     PSYCHOTHERAPEUTIC              WORKSHOPS                   PROV
        UNIV/VERMONT THE NEXT THING      ARTS AND CRAFTS                COURSE                      PROV
        UTAH DEP (SALT LAKE CITY)        NOT SPECIFIED                  ALTERNATIVES PROGRAM        PROV
        TOTAL NUMBER OF PROJECTS   6     TOTAL NUMBER OF DIFFERENT METHODS  10

    FOCUSING ON: CHILD CARE
        UNIV/ARIZ HUMAN GROWTH & DEV     DAY CARE                       ALTERNATIVES PROGRAM        ACQU
        TOTAL NUMBER OF PROJECTS   1     TOTAL NUMBER OF DIFFERENT METHODS   1

    FOCUSING ON: COMMUNICATION
        BISMARCK ND AWARENESS HOUSE      DROP-IN CENTER                 RAPS/DISCUSSIONS            OPER
        LONG ISLAND SCHL DIST #30        INDIVIDUAL                     PERSONAL SUPPORT            PROV
        MENOMONIE, WIS. CONCERNED, INC   BOOKS/RESOURCE MATERIALS       LIBRARY                     PROV
        MENOMONIE, WIS. CONCERNED, INC   GROUP                          COUNSELING                  PROV
        MENOMONIE, WIS. CONCERNED, INC   VOLUNTEER                      PERSONAL CONTACT            PROV
        WEST LEBANON, NH-PROJ.HEADREST   TASK FORCE                     OUTREACH                    PROV
        TOTAL NUMBER OF PROJECTS   4     TOTAL NUMBER OF DIFFERENT METHODS   6

    FOCUSING ON: COUNSELING
        BROOKLYN PEER GROUP LEADERSHIP   PEER                           COUNSELING/INFORMATION/REFERR PROV
        EUGENE OREGON WHITEBIRD          COMMUNITY                      OUTREACH                    PROV
        EUGENE OREGON WHITEBIRD          INDIVIDUAL                     REFERRAL                    PROV
        EVERETT WASH DRUG AB COUNCIL     FAMILY                         COUNSELING                  ASSI
        EVERETT WASH DRUG AB COUNCIL     GROUP AND INDIVIDUAL           COUNSELING                  ASSI
        NEW JERSEY DEP (TRENTON)         CONSULTATION                   FACILITY                    PROV
        NEW JERSEY DEP (TRENTON)         CONSULTATION                   FOLLOW-UP                   PROV
        NEW JERSEY DEP (TRENTON)         TELEPHONE                      PERSONAL CONTACT            PROV
        NEW YORK GANG DRUG PREVENTION    GROUP                          COUNSELING                  PROV
        NEW YORK GANG DRUG PREVENTION    INDIVIDUAL                     COUNSELING                  PROV
        RENTON, WASH SCHOOL/COMMUNITY    INDIVIDUAL                     INFORMATION                 PROV
        UNIV/IDAHO THE TALISMAN          GROUP AND INDIVIDUAL           COUNSELING                  PROV
        UNIV/VERMONT THE NEXT THING      TRAINING                       WORKSHOPS                   PROV
        UNIV/VERMONT THE NEXT THING      NOT SPECIFIED                  FOLLOW-UP                   PROV
        TOTAL NUMBER OF PROJECTS   8     TOTAL NUMBER OF DIFFERENT METHODS  13

    FOCUSING ON: DRAFT
        UNIV/IDAHO THE TALISMAN          INDIVIDUAL                     COUNSELING                  NOT
        UNIVERSITY OF DETROIT-MANDELLA   INDIVIDUAL                     COUNSELING                  PROV
        TOTAL NUMBER OF PROJECTS   2     TOTAL NUMBER OF DIFFERENT METHODS   1

    FOCUSING ON: DRUG ABUSE PREVENTION
        COLUMBIA, SC URBAN SERV CTR      EDUCATION                      TUTORIAL PROGRAM            PROV
        LAS VEGAS SO. NEV DRUG COUNCIL   FAMILY                         COUNSELING                  PROV
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                    PROGRAM OBJECTIVES PROFILE
                  AS OF QUARTER ENDING 03/31/73

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JECT            SPECIFIC METHOD AND/OR GENERAL METHOD              TYPE OF ACTION     STATUS

-----------------------------------------------------------------------------------------------

HELP        RESOURCE CENTER             OUTREACH                        EXCHANGE         NEW/IN OPERATION
HELP        SPORTS                      ALTERNATIVES PROGRAM            PROVISION        NEW/IN OPERATION
HELP        SPORTS                      ALTERNATIVES PROGRAM            PROVISION        NOT SPECIFIED
 COUNCIL    DANCE/THEATRE               ALTERNATIVES PROGRAM            PROVISION        ON-GOING
 COUNCIL    GROUP                       RAPS/DISCUSSIONS                PROVISION        ON-GOING
 COUNCIL    SPORTS                      SPECIAL EVENTS                  PROVISION        ON-GOING
 & DEV      MOVIE/FILM STRIP            INFORMATION                     OPERATION        ON-GOING
 & DEV      PSYCHOTHERAPEUTIC           WORKSHOPS                       PROVISION        NEW/IN OPERATION
THING       ARTS AND CRAFTS             COURSE                          PROVISION        NEW/IN OPERATION
TY)         NOT SPECIFIED               ALTERNATIVES PROGRAM            PROVISION        NEW/IN OPERATION
TS    6     TOTAL NUMBER OF DIFFERENT METHODS  10

 & DEV      DAY CARE                    ALTERNATIVES PROGRAM            ACQUISITION      NEW/COMPLETED
TS    1     TOTAL NUMBER OF DIFFERENT METHODS   1

HOUSE       DROP-IN CENTER              RAPS/DISCUSSIONS                OPERATION        ON-GOING
#30         INDIVIDUAL                  PERSONAL SUPPORT                PROVISION        ON-GOING
NED, INC    BOOKS/RESOURCE MATERIALS    LIBRARY                         PROVISION        OUTGROWTH
NED, INC    GROUP                       COUNSELING                      PROVISION        ON-GOING
NED, INC    VOLUNTEER                   PERSONAL CONTACT                PROVISION        DROPPED
HEADREST    TASK FORCE                  OUTREACH                        PROVISION        NEW/IN OPERATION
TS    4     TOTAL NUMBER OF DIFFERENT METHODS   6

EADERSHIP   PEER                        COUNSELING/INFORMATION/REFERR   PROVISION        ON-GOING
D           COMMUNITY                   OUTREACH                        PROVISION        ON-GOING
D           INDIVIDUAL                  REFERRAL                        PROVISION        ON-GOING
COUNCIL     FAMILY                      COUNSELING                      ASSISTANCE       ON-GOING
COUNCIL     GROUP AND INDIVIDUAL        COUNSELING                      ASSISTANCE       ON-GOING
N)          CONSULTATION                FACILITY                        PROVISION        ON-GOING
N)          CONSULTATION                FOLLOW-UP                       PROVISION        ON-GOING
N)          TELEPHONE                   PERSONAL CONTACT                PROVISION        ON-GOING
EVENTION    GROUP                       COUNSELING                      PROVISION        ON-GOING
EVENTION    INDIVIDUAL                  COUNSELING                      PROVISION        ON-GOING
OMMUNITY    INDIVIDUAL                  INFORMATION                     PROVISION        ON-GOING
AN          GROUP AND INDIVIDUAL        COUNSELING                      PROVISION        COMPLETED
 THING      TRAINING                    WORKSHOPS                       PROVISION        ON-GOING
 THING      NOT SPECIFIED               FOLLOW-UP                       PROVISION        ON-GOING
CTS   8     TOTAL NUMBER OF DIFFERENT METHODS  13

AN          INDIVIDUAL                  COUNSELING                      NOT SPECIFIED    DROPPED
-MANDELLA   INDIVIDUAL                  COUNSELING                      PROVISION        DROPPED
CTS   2     TOTAL NUMBER OF DIFFERENT METHODS   1

EVENTION
RV CTR      EDUCATION                   TUTORIAL PROGRAM                PROVISION        NEW/IN OPERATION
G COUNCIL   FAMILY                      COUNSELING                      PROVISION        ON-GOING
```

## Methods, Profile and Index

In this index NDEP project activities are organized by specific methods being employed. The projects employing each method are listed, as well as an indication of the present status of their actions.

```
REPORT 040 - ACTIVITY DATA                    PROFILE OF METHODS USED BY NDEP PROJECTS
NATIONAL DRUG EDUCATION PROGRAM                    AS OF QUARTER ENDING 03/31/73

----------------------------------------------------------------------------------------------
HOW IS THIS ACTIVITY BEING CONDUCTED?  WHAT ACTION IS        BY WHAT      PROJECTS USING THIS
     SPECIFICALLY HOW?                 BEING UNDERTAKEN?     TYPE OF      AND SPECIFIC METHODS
                                                             PROJECT?
----------------------------------------------------------------------------------------------

MEDIA/AUDIO-VISUAL PRESENTATION
     BOOKS/RESOURCE MATERIALS          OPERATION               STATE      CALIFORNIA DEP (SAC
          1 PROJECT USES THIS METHOD SPECIFICALLY

     DISPLAYS/POSTERS                  PREPARATION             STATE      WISCONSIN DEP (MADIS
                                       OPERATION               STATE      WISCONSIN DEP (MADIS
                                                               STATE      WISCONSIN DEP (MADIS

          1 PROJECT USES THIS METHOD SPECIFICALLY

     EDUCATION                         OPERATION               STATE      OREGON DEPOT (SALEM)
                                       PROVISION               COMM       BALTIMORE PROJECT DA
          2 PROJECTS USE THIS METHOD SPECIFICALLY

     GROUP                             PROVISION               STATE      ALASKA DEP (JUNEAU)
          1 PROJECT USES THIS METHOD SPECIFICALLY

     MOVIE/FILM STRIP                  EVALUATION              STATE      WISCONSIN DEP (MADIS
                                                               COMM       BOZEMAN MONT GALLATI
                                                                          INDIANAPOLIS DEMONST
                                                                          SAN JUAN, PR, NU SIG
                                       OPERATION               COLL       UNIV/IDAHO THE TALIS
                                       PROVISION               STATE      OKLAHOMA DEP (OKLAHO
                                                                          TENNESSEE DEP (NASHV
                                                               COMM       BISMARCK ND AWARENES
                                                                          SAN JUAN, PR, NU SIG

          8 PROJECTS USE THIS METHOD SPECIFICALLY

     NEWSLETTER                        DISSEMINATION           COMM       INDIANAPOLIS DEMONST
          1 PROJECT USES THIS METHOD SPECIFICALLY

     NEWSPAPER/MAGAZINE ARTICLES       ACQUISITION             STATE      NEW JERSEY DEP (TREN
                                       PREPARATION             STATE      WISCONSIN DEP (MADIS
                                                               COMM       FORT COLLINS, COL. T
                                                                          SAN FRANCISO MAS VID
                                       OPERATION               COLL       COLLEGE OF SANTA FE
                                       PROVISION               STATE      COLORADO DEP (DENVER
                                                                          OKLAHOMA DEP (OKLAHO
                                                               COMM       BROOKLYN PEER GROUP
          8 PROJECTS USE THIS METHOD SPECIFICALLY

     RADIO                             PREPARATION             STATE      ILLINOIS DEP (SPRING
                                                               COLL       UNIV NEW MEXICO DRUG
                                       PROVISION               STATE      ILLINOIS DEP (SPRING
                                                               COLL       COLLEGE OF SANTA FE
                                                                          JACKSON STATE COLLEG
                                                                          UNIV NEW MEXICO DRUG
                                                               COMM       COLUMBIA, SC URBAN S
          5 PROJECTS USE THIS METHOD SPECIFICALLY

     TELEVISION                        ASSISTANCE              COLL       UNIV NEW MEXICO DRUG
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 CONDUCTED? WHAT ACTION IS       BY WHAT      PROJECTS USING THIS METHOD
            BEING UNDERTAKEN?    TYPE OF      AND SPECIFIC METHODS ARE:
                                 PROJECT?
------------------------------------------------------------------------------------------

ATION
LS          OPERATION            STATE        CALIFORNIA DEP (SACRAMENTO)
SES THIS METHOD SPECIFICALLY

            PREPARATION          STATE        WISCONSIN DEP (MADISON)
            OPERATION            STATE        WISCONSIN DEP (MADISON)
                                 STATE        WISCONSIN DEP (MADISON)
SES THIS METHOD SPECIFICALLY

            OPERATION            STATE        OREGON DEPOT (SALEM)
            PROVISION            COMM         BALTIMORE PROJECT DAWN
USE THIS METHOD SPECIFICALLY

            PROVISION            STATE        ALASKA DEP (JUNEAU)
SES THIS METHOD SPECIFICALLY

            EVALUATION           STATE        WISCONSIN DEP (MADISON)
                                 COMM         BOZEMAN MONT GALLATIN COUNCIL
                                              INDIANAPOLIS DEMONSTRATION PRJ
                                              SAN JUAN, PR, NU SIGMA BETA
            OPERATION            COLL         UNIV/IDAHO THE TALISMAN
            PROVISION            STATE        OKLAHOMA DEP (OKLAHOMA CITY)
                                              TENNESSEE DEP (NASHVILLE)
                                 COMM         BISMARCK ND AWARENESS HOUSE
                                              SAN JUAN, PR, NU SIGMA BETA
USE THIS METHOD SPECIFICALLY

            DISSEMINATION        COMM         INDIANAPOLIS DEMONSTRATION PRJ
USES THIS METHOD SPECIFICALLY

ICLES       ACQUISITION          STATE        NEW JERSEY DEP (TRENTON)
            PREPARATION          STATE        WISCONSIN DEP (MADISON)
                                 COMM         FORT COLLINS, COL. THE POINT
                                              SAN FRANCISO MAS VIDA
            OPERATION            COLL         COLLEGE OF SANTA FE LA TIERRA
            PROVISION            STATE        COLORADO DEP (DENVER)
                                              OKLAHOMA DEP (OKLAHOMA CITY)
                                 COMM         BROOKLYN PEER GROUP LEADERSHIP
USE THIS METHOD SPECIFICALLY

            PREPARATION          STATE        ILLINOIS DEP (SPRINGFIELD)
                                 COLL         UNIV NEW MEXICO DRUG
            PROVISION            STATE        ILLINOIS DEP (SPRINGFIELD)
                                 COLL         COLLEGE OF SANTA FE LA TIERRA
                                              JACKSON STATE COLLEGE DRUG ED
                                              UNIV NEW MEXICO DRUG
                                 COMM         COLUMBIA, SC URBAN SERV CTR
USE THIS METHOD SPECIFICALLY

            ASSISTANCE           COLL         UNIV NEW MEXICO DRUG
```

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---------------------------------------------------------------------------------------------------------------
HOW IS THIS ACTIVITY BEING CONDUCTED?  WHAT ACTION IS        BY WHAT      PROJECTS USING THIS METH
     SPECIFICALLY HOW?                 BEING UNDERTAKEN?     TYPE OF      AND SPECIFIC METHODS ARE
                                                             PROJECT?
---------------------------------------------------------------------------------------------------------------
                                       PREPARATION             STATE      ILLINOIS DEP (SPRINGFIEL
                                                               COMM       SACRAMENTO UNIFIED SCHOO
                                       DISSEMINATION           STATE      ARKANSAS DEP (LITTLE ROC
                                                                          MISSOURI DEP (JEFFERSON
                                       EXCHANGE                STATE      VERMONT DEP (MONTPELIER)
                                       IMPROVEMENT             COLL       UNIV NEW MEXICO DRUG
                                       PROVISION               STATE      ALABAMA DEP (MONTGOMERY/
                                                                          ILLINOIS DEP (SPRINGFIEL
                                                                          LOUISIANA DEP (BATON ROU
                                                                          MARYLAND DEP (BALTIMORE)
                                                                          NEVADA DEP (LAS VEGAS)
                                                                          RHODE ISLAND DEP (PROVI
                                                                          SOUTH CAROLINA DEP (COLU
                                                               COLL       UNIV NEW MEXICO DRUG
                                                               COMM       BROOKLYN PEER GROUP LEA
                                                                          TAMPA THE DOOR
                                                               STATE      CALIFORNIA DEP (SACRAMEN
          15 PROJECTS USE THIS METHOD SPECIFICALLY

     OTHER SPECIFIC METHOD             EVALUATION              STATE      CONNECTICUT DEP (HARTFO
           1 PROJECT USES THIS METHOD SPECIFICALLY

                                       EVALUATION              STATE      WISCONSIN DEP (MADISON)
           1 PROJECT USES THIS METHOD SPECIFICALLY

          11 SPECIFIC METHODS USED
```

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              PROFILE OF METHODS USED BY NDEP PROJECTS                                            PAGE  59
                   AS OF QUARTER ENDING 03/31/73                                                  08/30/73
---------------------------------------------------------------------------------------------------------
TED?  WHAT ACTION IS          BY WHAT       PROJECTS USING THIS METHOD
      BEING UNDERTAKEN?       TYPE OF       AND SPECIFIC METHODS ARE:
                              PROJECT?
---------------------------------------------------------------------------------------------------------
      PREPARATION               STATE       ILLINOIS DEP (SPRINGFIELD)
                                COMM        SACRAMENTO UNIFIED SCHOOL DIST
      DISSEMINATION             STATE       ARKANSAS DEP (LITTLE ROCK)
                                            MISSOURI DEP (JEFFERSON CITY)
      EXCHANGE                  STATE       VERMONT DEP (MONTPELIER)
      IMPROVEMENT               COLL        UNIV NEW MEXICO DRUG
      PROVISION                 STATE       ALABAMA DEP (MONTGOMERY)
                                            ILLINOIS DEP (SPRINGFIELD)
                                            LOUISIANA DEP (BATON ROUGE)
                                            MARYLAND DEP (BALTIMORE)
                                            NEVADA DEP (LAS VEGAS)
                                            RHODE ISLAND DEP (PROVIDENCE)
                                            SOUTH CAROLINA DEP (COLUMBIA)
                                COLL        UNIV NEW MEXICO DRUG
                                COMM        BROOKLYN PEER GROUP LEADERSHIP
                                            TAMPA THE DOOR
                                STATE       CALIFORNIA DEP (SACRAMENTO)
S METHOD SPECIFICALLY

       EVALUATION               STATE       CONNECTICUT DEP (HARTFORD)
S METHOD SPECIFICALLY

       EVALUATION               STATE       WISCONSIN DEP (MADISON)
S METHOD SPECIFICALLY

  USED
```

## People Being Served - Profile and Index

This report, an index of the activity data base by people category, permits one to identify projects working with the various types of target groups. The objective for the activities which relate to these people is also provided as a possible indication of the types of problems these groups are thought to share.

Totals of the number of projects involving these people are also included.

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REPORT 050 - ACTIVITY DATA                        PEOPLE BEING SERVED BY NDEP PROJECTS
NATIONAL DRUG EDUCATION PROGRAM                      AS OF QUARTER ENDING 03/31/73

----------------------------------------------------------------------------------------------
WHO WAS AFFECTED,      WHAT OBJECTIVES WERE DIRECTED                    TYPE   WHICH PROJECTS
INFLUENCED OR          TOWARD THESE PEOPLE?                              OF    INVOLVED THESE
INVOLVED IN PROJECT                                                     PROJ.  PEOPLE?
ACTIVITIES?
----------------------------------------------------------------------------------------------

INMATES/PAROLEES

                  PROVIDE HELP WITH PERSONAL PROBLEMS
                    THROUGH NON-EMERGENCY SERVICES
                      INTERPERSONAL RELATIONSHIPS                       COMM   COLUMBIA, SC U
                    THRU BOTH EMERGENCY/NON-EMERGENCY SERVICE
                      DRUG-RELATED NEED                                 COMM   FORT COLLINS,
                      LEGAL NEED                                        COMM   LONG ISLAND SC
                    TO INCREASE AWARENESS AND KNOWLEDGE
                      DRUG EFFECTS ON USERS                             COLL   KENNEDY-KING C
                      INTERPERSONAL RELATIONSHIPS                       COMM   BISMARCK ND A

                  TOTAL NUMBER OF PROJECTS HAVING THIS OBJECTIVE FOR THESE PEOPLE             5

                  PROVIDE INFORMATION AND/OR EXPERIENCES
                    TO INCREASE AWARENESS AND KNOWLEDGE
                      INTERPERSONAL RELATIONSHIPS                       COMM   ATLANTA KIRKW
                      SELF-UNDERSTANDING                                COMM   BISMARCK ND A
                    TO INCREASE SKILLS
                      COMMUNICATION                                     COLL   COLLEGE OF SA
                      COUNSELING                                        COMM   DENVER SCHOOL

                  TOTAL NUMBER OF PROJECTS HAVING THIS OBJECTIVE FOR THESE PEOPLE             4

                  IMPROVE COMMUNITY RESPONSE TO INDIVIDUAL NEEDS
                    BY ESTABLISHING SERVICES
                      SERVICES AVAILABLE                                COLL   UNIV/VERMONT

                  TOTAL NUMBER OF PROJECTS HAVING THIS OBJECTIVE FOR THESE PEOPLE

                  IMPROVE PROJECT EFFECTIVENESS
                    BY ACQUIRING
                      PEOPLE RESOURCES                                  COMM   LEWISTON, MAI

                  TOTAL NUMBER OF PROJECTS HAVING THIS OBJECTIVE FOR THESE PEOPLE

                  TOTAL NUMBER OF PROJECTS INVOLVING THESE PEOPLE          10
```

```
    PEOPLE BEING SERVED BY NDEP PROJECTS                                          PAGE  36
        AS OF QUARTER ENDING 03/31/73                                             03/30/73
                                                                                     1
------------------------------------------------------------------------------------------
ERE DIRECTED                  TYPE    WHICH PROJECTS            WHICH ACTIVITY(IES) WERE
LE?                            OF     INVOLVED THESE               THEY INVOLVED IN?
                              PROJ.   PEOPLE?

------------------------------------------------------------------------------------------


ROBLEMS
ICES
IPS                           COMM    COLUMBIA, SC URBAN SERV CTR        12
ERGENCY SERVICE
                              COMM    FORT COLLINS, COL. THE POINT       05
                              COMM    LONG ISLAND SCHL DIST #30          06
KNOWLEDGE
                              COLL    KENNEDY-KING COLG/PROJ REACH       05
IPS                           COMM    BISMARCK ND AWARENESS HOUSE        18

ING THIS OBJECTIVE FOR THESE PEOPLE            5

XPERIENCES
KNOWLEDGE
IPS                           COMM    ATLANTA KIRKWOOD COMMUNITY         07
                              COMM    BISMARCK ND AWARENESS HOUSE        08

                              COLL    COLLEGE OF SANTA FE LA TIERRA      10
                              COMM    DENVER SCHOOL/COMMUNITY PRGM       07

ING THIS OBJECTIVE FOR THESE PEOPLE            4

D INDIVIDUAL NEEDS

                              COLL    UNIV/VERMONT THE NEXT THING        09

ING THIS OBJECTIVE FOR THESE PEOPLE            1

S

                              COMM    LEWISTON, MAINE RAP PLACE          17

ING THIS OBJECTIVE FOR THESE PEOPLE            1

OLVING THESE PEOPLE              10
```

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REPORT 050 - ACTIVITY DATA                    PEOPLE BEING SERVED BY NDEP PROJECTS
NATIONAL DRUG EDUCATION PROGRAM                  AS OF QUARTER ENDING 03/31/73

------------------------------------------------------------------------------------------------
WHO WAS AFFECTED,     WHAT OBJECTIVES WERE DIRECTED              TYPE   WHICH PROJECTS        WHIC
INFLUENCED OR         TOWARD THESE PEOPLE?                        OF    INVOLVED THESE           T
INVOLVED IN PROJECT                                              PROJ.  PEOPLE?
ACTIVITIES?
------------------------------------------------------------------------------------------------

GANG MEMBERS

       PROVIDE HELP WITH PERSONAL PROBLEMS
         THROUGH NON-EMERGENCY SERVICES
           EDUCATION NEED                                        COMM   LONG ISLAND SCHL DIST #30
         THRU BOTH EMERGENCY/NON-EMERGENCY SERVICE
           DRUG-RELATED NEED                                     COLL   KENNEDY-KING COLG/PROJ REACH
           INTERPERSONAL RELATIONSHIPS                           COMM   LONG ISLAND SCHL DIST #30

       TOTAL NUMBER OF PROJECTS HAVING THIS OBJECTIVE FOR THESE PEOPLE          2

       IMPROVE COMMUNITY RESPONSE TO INDIVIDUAL NEEDS
         THROUGH NON-EMERGENCY SERVICES
           SERVICES AVAILABLE                                    COMM   SAN FRANCISO MAS VIDA
         BY DISSEMINATING INFORMATION
           PROGRAM OPERATIONS                                    COMM   NEW YORK GANG DRUG PREVENTIO

       TOTAL NUMBER OF PROJECTS HAVING THIS OBJECTIVE FOR THESE PEOPLE          2

       TOTAL NUMBER OF PROJECTS INVOLVING THESE PEOPLE          4
```

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                                                                                                    PAGE  37
                PEOPLE BEING SERVED BY NDEP PROJECTS                                               03/30/73
                    AS OF QUARTER ENDING 03/31/73
----------------------------------------------------------------------------------------------------------------
TIVES WERE DIRECTED                 TYPE    WHICH PROJECTS                WHICH ACTIVITY(IES) WERE
E PEOPLE?                            OF     INVOLVED THESE                    THEY INVOLVED IN?
                                    PROJ.   PEOPLE?
----------------------------------------------------------------------------------------------------------------

ONAL PROBLEMS
Y SERVICES                          COMM    LONG ISLAND SCHL DIST #30          04

NON-EMERGENCY SERVICE               COLL    KENNEDY-KING COLG/PROJ REACH       01
                                    COMM    LONG ISLAND SCHL DIST #30          09
TIONSHIPS

TS HAVING THIS OBJECTIVE FOR THESE PEOPLE           2

ONSE TO INDIVIDUAL NEEDS
Y SERVICES                          COMM    SAN FRANCISO MAS VIDA              01

ORMATION                            COMM    NEW YORK GANG DRUG PREVENTION      08

TS HAVING THIS OBJECTIVE FOR THESE PEOPLE           2

TS INVOLVING THESE PEOPLE                4
```

## Organizations Being Influenced - Profile and Index

This report is similar to the people profile and index except that it deals with the general types of organizations that projects try to influence.

```
REPORT 055 - ACTIVITY DATA                        ORGANIZATIONS SERVED BY NDEP PROJECTS
NATIONAL DRUG EDUCATION PROGRAM                       AS OF QUARTER ENDING 03/31/73

------------------------------------------------------------------------------------------------
WHO WAS AFFECTED,     WHAT OBJECTIVES WERE DIRECTED                 TYPE    WHICH PROJECTS          WH
INFLUENCED OR         TOWARD THESE ORGANIZATIONS?                    OF     INVOLVED THESE
INVOLVED IN PROJECT                                                 PROJ.   ORGANIZATIONS?
ACTIVITIES?
------------------------------------------------------------------------------------------------

STATE HEALTH DEPT.

        PROVIDE INFORMATION AND/OR EXPERIENCES
          THRU BOTH EMERGENCY/NON-EMERGENCY SERVICE
            PURPOSEFUL ACTIVITY                                     COMM    BISMARCK ND AWARENESS HOUS
          TO INCREASE AWARENESS AND KNOWLEDGE
            DRUG EFFECTS ON USERS                                   STATE   NORTH DAKOTA DEP (BISMARCK
            TEACHING TECHNIQUES                                     STATE   OKLAHOMA DEP (OKLAHOMA CIT
          TO INCREASE SKILLS
            HUMAN POTENTIAL                                         STATE   COLORADO DEP (DENVER)

        TOTAL NUMBER OF PROJECTS HAVING THIS OBJECTIVE FOR THIS ORGANIZATION       4

        IMPROVE COMMUNITY RESPONSE TO INDIVIDUAL NEEDS
          BY DEVELOPING INFORMATION
            YOUTH NEEDS                                             STATE   MAINE DEP (AUGUSTA)
          BY PLANNING PROGRAMS
            COMMUNITY NEEDS                                         COLL    JACKSON STATE COLLEGE DRUG
            DRUG ABUSE PREVENTION                                   STATE   ILLINOIS DEP (SPRINGFIELD)
            DRUG ABUSE PREVENTION EDUCATION                         STATE   TENNESSEE DEP (NASHVILLE)

        TOTAL NUMBER OF PROJECTS HAVING THIS OBJECTIVE FOR THIS ORGANIZATION       4

        IMPROVE PROJECT EFFECTIVENESS
          BY DISSEMINATING INFORMATION
            PROGRAM                                                 STATE   COLORADO DEP (DENVER)

        TOTAL NUMBER OF PROJECTS HAVING THIS OBJECTIVE FOR THIS ORGANIZATION       1

        TOTAL NUMBER OF PROJECTS INVOLVING THIS ORGANIZATION       8
```

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---------------------------------------------------------------------------------------------------------
IVES WERE DIRECTED              TYPE     WHICH PROJECTS              WHICH ACTIVITY(IES) WERE
E ORGANIZATIONS?                 OF      INVOLVED THESE                 THEY INVOLVED IN?
                                PROJ.    ORGANIZATIONS?

---------------------------------------------------------------------------------------------------------


/OR EXPERIENCES
ON-EMERGENCY SERVICE
                                COMM     BISMARCK ND AWARENESS HOUSE         21

 AND KNOWLEDGE
RS                              STATE    NORTH DAKOTA DEP (BISMARCK)         14
                                STATE    OKLAHOMA DEP (OKLAHOMA CITY)        14

                                STATE    COLORADO DEP (DENVER)               09


S HAVING THIS OBJECTIVE FOR THIS ORGANIZATION        4

NSE TO INDIVIDUAL NEEDS
TION
                                STATE    MAINE DEP (AUGUSTA)                 07

                                COLL     JACKSON STATE COLLEGE DRUG ED       14
ON                              STATE    ILLINOIS DEP (SPRINGFIELD)          02
ON EDUCATION                    STATE    TENNESSEE DEP (NASHVILLE)           02

S HAVING THIS OBJECTIVE FOR THIS ORGANIZATION        4

VENESS
RMATION
                                STATE    COLORADO DEP (DENVER)               13


S HAVING THIS OBJECTIVE FOR THIS ORGANIZATION        1


S INVOLVING THIS ORGANIZATION        8
```

```
REPORT 055 - ACTIVITY DATA                    ORGANIZATIONS SERVED BY NDEP PROJECTS
NATIONAL DRUG EDUCATION PROGRAM                    AS OF QUARTER ENDING 03/31/73

------------------------------------------------------------------------------------------------------
WHO WAS AFFECTED,        WHAT OBJECTIVES WERE DIRECTED                    TYPE    WHICH PROJECTS             WHICH ACTIVITY(I
INFLUENCED OR            TOWARD THESE ORGANIZATIONS?                       OF     INVOLVED THESE               THEY INVOLVED
INVOLVED IN PROJECT                                                       PROJ.   ORGANIZATIONS?
ACTIVITIES?
------------------------------------------------------------------------------------------------------

STATE ALCOHOL/DRUG AB

            PROVIDE INFORMATION AND/OR EXPERIENCES
              TO INCREASE AWARENESS AND KNOWLEDGE
                'THE DRUG PROBLEM'                                 STATE   MINNESOTA DEP (ST. PAUL)           10
              BY DEVELOPING NEW RESOURCES
                INTERPERSONAL RELATIONSHIPS                        COMM    FAIRBANK , ALASKA CODEP            14
              BY DEVELOPING SUPPORT
                PROBLEM-SOLVING                                    STATE   SOUTH DAKOTA DEP (PIERRE)          03

            TOTAL NUMBER OF PROJECTS HAVING THIS OBJECTIVE FOR THIS ORGANIZATION        3

            IMPROVE COMMUNITY RESPONSE TO INDIVIDUAL NEEDS
              BY ESTABLISHING SERVICES
                DRUG ABUSE PREVENTION EDUCATION                    COMM    COLUMBIA, SC URBAN SERV CTR        21
              BY IMPROVING SERVICES
                COMMUNITY NEEDS                                    STATE   COLORADO DEP (DENVER)              13
                DRUG-RELATED NEED                                  STATE   MARYLAND DEP (BALTIMORE)           16
              BY DEVELOPING INFORMATION
                YOUTH NEEDS                                        STATE   MAINE DEP (AUGUSTA)                07
              BY DISSEMINATING INFORMATION
                DRUG ABUSE PREVENTION                              STATE   SOUTH CAROLINA DEP (COLUMBIA)      11
              BY DEVELOPING SUPPORT
                DRUG ABUSE PREVENTION EDUCATION                    STATE   CONNECTICUT DEP (HARTFORD)         26
              BY PLANNING PROGRAMS
                DRUG ABUSE PREVENTION                              STATE   MISSISSIPPI DEP (JACKSON)          03
                DRUG ABUSE PREVENTION EDUCATION                    COMM    EUGENE OREGON WHITEBIRD            14
                DRUG-RELATED NEED                                  STATE   ARKANSAS DEP (LITTLE ROCK)         07
                                                                           OKLAHOMA DEP (OKLAHOMA CITY)       10

              BY ACQUIRING
                FINANCIAL RESOURCES                                STATE   UTAH DEP (SALT LAKE CITY)          07
              BY REACHING OUT TO TARGET POPULATION
                DRUG ABUSE PREVENTION EDUCATION                    STATE   UTAH DEP (SALT LAKE CITY)          07

            TOTAL NUMBER OF PROJECTS HAVING THIS OBJECTIVE FOR THIS ORGANIZATION       11

            IMPROVE PROJECT EFFECTIVENESS
              BY PLANNING PROGRAMS
                DRUG ABUSE PREVENTION EDUCATION                    STATE   MINNESOTA DEP (ST. PAUL)           11

            TOTAL NUMBER OF PROJECTS HAVING THIS OBJECTIVE FOR THIS ORGANIZATION        1

            TOTAL NUMBER OF PROJECTS INVOLVING THIS ORGANIZATION       14
```

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-----------------------------------------------------------------------------------------------------------
TIVES WERE DIRECTED          TYPE    WHICH PROJECTS            WHICH ACTIVITY(IES) WERE
SE ORGANIZATIONS?             OF     INVOLVED THESE               THEY INVOLVED IN?
                             PROJ.   ORGANIZATIONS?
-----------------------------------------------------------------------------------------------------------


/OR EXPERIENCES
S AND KNOWLEDGE
                             STATE   MINNESOTA DEP (ST. PAUL)          10
OURCES
TIONSHIPS                    COMM    FAIRBANK , ALASKA CODEP           14
T
                             STATE   SOUTH DAKOTA DEP (PIERRE)         03

TS HAVING THIS OBJECTIVE FOR THIS ORGANIZATION       3

NSE TO INDIVIDUAL NEEDS
CES
ON EDUCATION                 COMM    COLUMBIA, SC URBAN SERV CTR       21
S
                             STATE   COLORADO DEP (DENVER)             13
                             STATE   MARYLAND DEP (BALTIMORE)          16
ATION
                             STATE   MAINE DEP (AUGUSTA)               07
RMATION
ON                           STATE   SOUTH CAROLINA DEP (COLUMBIA)     11
T
ON EDUCATION                 STATE   CONNECTICUT DEP (HARTFORD)        26

ON                           STATE   MISSISSIPPI DEP (JACKSON)         03
ON EDUCATION                 COMM    EUGENE OREGON WHITEBIRD           14
                             STATE   ARKANSAS DEP (LITTLE ROCK)        07
                                     OKLAHOMA DEP (OKLAHOMA CITY)      10

S                            STATE   UTAH DEP (SALT LAKE CITY)         07
RGET POPULATION
ON EDUCATION                 STATE   UTAH DEP (SALT LAKE CITY)         07

TS HAVING THIS OBJECTIVE FOR THIS ORGANIZATION      11

IVENESS

ON EDUCATION                 STATE   MINNESOTA DEP (ST. PAUL)          11

TS HAVING THIS OBJECTIVE FOR THIS ORGANIZATION       1

TS INVOLVING THIS ORGANIZATION      14
```

## Shared Experience Bank Indexes

The Shared Experience Bank contains descriptions of particularly successful activities the projects have been involved with, materials they recommend, and some negative experiences which are available on a referral basis only.

The material in the Shared Experience Bank is indexed by problem/objectives, methods, people (ethnic background), and people (role type).

```
REPORT   SEPR73                         SHARED EXPERIENCES INDEXED BY PROBLEMS/OBJECTIVES
NATIONAL DRUG EDUCATION PROJECT

PROBLEM OR OBJECTIVE              SEB #   SEB TITLE



BY DEVELOPING SUPPORT             0001    USE OF A WOMEN'S CLUB TO PUBLICIZE DRUG EDUCATION


TO INCREASE SKILLS                0002    SENIOR CITIZENS CAN RELATE TO TODAY'S YOUTH


BY GATHERING INFORMATION          0007    GUIDELINES FOR ENTRY INTO A NEW COMMUNITY


BY EVALUATING PROGRAMS            0008    EVALUATION OF COMMUNITY DRUG PROGRAM (FORM)


BY GATHERING INFORMATION          0012    QUESTIONAIRE USED WITH COMMUNITY LEADERS AND OTHERS


THROUGH EMERGENCY/CRISIS          0070    FLEXIBILITY IN COUNSELING
SERVICES                          0075    PAMPHLET ON CRISIS PHONE LINES
                                  0131    LIST OF (PUERTO RICAN) SPANISH MATERIALS
                                  0140    OLD SOUTH 'SNOBS' CONFRONT LONGHAIR 'SLOBS' ON OUR PROJEC
                                  0145    OUR CRISIS TREATMENT BOOKLET IS IN DEMAND BY LOCAL HOSPIT
                                  0171    RECOMMEND TEAM COUNSELING TECHNIQUES IN "..WKG W/ HEAVY 3
                                  0203    PROBLEMS WITH JUSTICE SYSTEMS HANDLINGDRUG OFFENDERS


THROUGH NON-EMERGENCY             0017    CLEAN-UP CAMPAIGN INVOLVES YOUTH CIVIC GROUPS; BEFRIENDS
SERVICES                          0024    DISCUSSIONS CENTERING AROUND THE CONSEQUENCES OF A DRUG A
                                  0041    COMBINING USEFUL SUMMER WORK WITH DRUG ABUSE PREVENTION
                                  0059    EMPLOYMENT IS A BIG NEED
                                  0062    OUR JOBS BUREAU AS AN ALTERNATIVE
                                  0070    FLEXIBILITY IN COUNSELING
                                  0100    USING BLACK AWARENESS AS THE MEDIUM'
                                  0138    TRYING TO MEET BLACK COMMUNITY NEEDS WITHOUT 'BURNING OU
                                  0139    PROVIDING 'CRASH SPACE' AND FAMILY COUNSELING FOR RUNAWA
                                  0141    WE INVITED OUR STREET ALCOHOLICS IN TO PARTICIPATE IN OU
                                  0150    DO SOMETHING NICE FOR SOMEONE--SPONSOR A "HEALTH FAIR"
                                  0183    ICE CREAM THEATER
                                  0184    BREAKFAST PROGRAM FOR 125 KIDS AT COST OF 22 /MEAL
                                  0185    CLIENT VOLUNTARISM AS AN ALTERNATIVE
                                  0197    COMMUNITY SCHOOLS SUMMER PROGRAM
                                  0201    HOW TO WORK WITH EMPLOYER PROBLEMS
                                  0202    JUDGING ALTERNATIVE PROGRAMS ON THEIR CREDIBILITY


THROUGH BOTH EMERGENCY/NON-       0060    AVOIDING 'COMPETITION' THROUGH AN INTER-AGENCY COMMITTEE
EMERGENCY SERVICES
```

SHARED EXPERIENCES INDEXED BY PROBLEMS/OBJECTIVES

# SEB TITLE

1 USE OF A WOMEN'S CLUB TO PUBLICIZE DRUG EDUCATION

2 SENIOR CITIZENS CAN RELATE TO TODAY'S YOUTH

7 GUIDELINES FOR ENTRY INTO A NEW COMMUNITY

8 EVALUATION OF COMMUNITY DRUG PROGRAM (FORM)

2 QUESTIONAIRE USED WITH COMMUNITY LEADERS AND OTHERS

0 FLEXIBILITY IN COUNSELING
5 PAMPHLET ON CRISIS PHONE LINES
1 LIST OF (PUERTO RICAN) SPANISH MATERIALS
0 OLD SOUTH 'SNOBS' CONFRONT LONGHAIR 'SLOBS' ON OUR PROJECT'S "DMZ"
5 OUR CRISIS TREATMENT BOOKLET IS IN DEMAND BY LOCAL HOSPITAL STAFF
1 RECOMMEND TEAM COUNSELING TECHNIQUES IN "..WKG W/ HEAVY STRANGERS"
3 PROBLEMS WITH JUSTICE SYSTEMS HANDLINGDRUG OFFENDERS

7 CLEAN-UP CAMPAIGN INVOLVES YOUTH CIVIC GROUPS: BEFRIENDS PROJECTS
4 DISCUSSIONS CENTERING AROUND THE CONSEQUENCES OF A DRUG ABUSE
1 COMBINING USEFUL SUMMER WORK WITH DRUG ABUSE PREVENTION
69 EMPLOYMENT IS A BIG NEED
62 OUR JOBS BUREAU AS AN ALTERNATIVE
70 FLEXIBILITY IN COUNSELING
00 USING BLACK AWARENESS AS THE MEDIUM'
38 TRYING TO MEET BLACK COMMUNITY NEEDS WITHOUT 'BURNING OUT'
09 PROVIDING 'CRASH SPACE' AND FAMILY COUNSELING FOR RUNAWAYS
1 WE INVITED OUR STREET ALCOHOLICS IN TO PARTICIPATE IN OUR DRUG RAPS
50 DO SOMETHING NICE FOR SOMEONE--SPONSOR A "HEALTH FAIR"
83 ICE CREAM THEATER
84 BREAKFAST PROGRAM FOR 125 KIDS AT COST OF 22 /MEAL
85 CLIENT VOLUNTARISM AS AN ALTERNATIVE
87 COMMUNITY SCHOOLS' SUMMER PROGRAM
01 HOW TO WORK WITH EMPLOYER PROBLEMS
02 JUDGING ALTERNATIVE PROGRAMS ON THEIR CREDIBILITY

60 AVOIDING 'COMPETITION' THROUGH AN INTER-AGENCY COMMITTEE

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EPORT   SEBR72                                  SHARED EXPERIENCES INDEXED BY METHODS USED
TIONAL DRUG EDUCATION PROJECT

ETHOD                              SEB #   SEB TITLE

                                   0137    REPORTS PREPARED IN AND FOR THE D. C. PUBLIC SCHOOLS
                                   0206    FUND RAISING


ERSONAL CONTACT                    0021    TO REALLY INVOLVE STUDENTS, LET THEM RUN IT
                                   0056    SOME PROBLEMS AND SOLUTIONS FOR OPENING A DRUG ANALYSIS OPERATI
                                   0100    USING BLACK AWARENESS AS THE MEDIUM
                                   0108    REPORT ON FIRST YEAR OF OPERATION AT EL DORADO (ARK.) D. E. P.
                                   0110    RESULTS OF GOVERNOR'S COMMITTEE ON DRUG ABUSE DATA COLLECTION
                                   0130    EXTENSIVE EVALUATION OF DRUG EDUCATION WORKSHOPS IN MISSOURI
                                   0206    FUND RAISING


ERSONAL SUPPORT                    0093    DRUGS AS A SUBSTITUTE FOR ALCOHOL
                                   0157    TEACHING ONE-TO-ONE COUNSELING THROUGH A NEW TECHNIQUE
                                   0208    HOW WE GOT THE CRIMINAL JUSTICE SYSTEMTO WORK FOR US


ROFESSIONAL SERVICES               0145    OUR CRISIS TREATMENT BOOKLET IS IN DEMAND BY LOCAL HOSPITAL STA
                                   0150    DO SOMETHING NICE FOR SOMEONE--SPONSOR A "HEALTH FAIR"


UBLICITY                           0011    USING BUS PLACARDS FOR PUBLICITY
                                   0017    CLEAN-UP CAMPAIGN INVOLVES YOUTH CIVIC GROUPS; REFRIENDS PROJE
                                   0023    SOME REQUIREMENTS FOR HAVING A SUCCESSFUL COMMUNITY MEETING
                                   0029    GETTING GOOD STAFF FOR YOUR PROJECT - ONE APPROACH
                                   0055    HOW TO SURVIVE CATASTROPHES
                                   0058    TRUST
                                   0063    NEVER FORGET TO THANK YOUR VOLUNTEERS
                                   0065    PUBLIC RELATIONS BROCHURE/COUNSELOR'S WORK SHEET
                                   0081    HOW A NEWSLETTER SOLVED A COMMUNICATIONS HANGUP
                                   0099    INCREASED SUCCESS BY WORKING WITH EXISTING ORGANIZATIONS
                                   0113    WRITTEN MATERIALS DEVELOPED BY A DETROIT PROJECT
                                   0143    GOOD 'PR' TECHNIQUE: AN ANNUAL REPORT TO OUR LOCAL FUNDING AGE
                                   0146    PROJECT PUBLICITY FACILITATES TOWN-GOWN INTERACTION
                                   0148    PUBLICITY AND PROGRESS REPORTS GEARED TO 'STREET PEOPLE'
                                   0190    CREATIVE ARTS WORKSHOP PUBLICITY -SHARING OUR ARTIST'S WORK
                                   0191    DRUG HELP FUND RAISING PACKAGE/MATERIAL SENT TO SMALL FUNDING
                                   0206    FUND RAISING


EFERRAL                            0059    EMPLOYMENT IS A BIG NEED
                                   0139    PROVIDING 'CRASH SPACE' AND FAMILY COUNSELING FOR RUNAWAYS
                                   0141    WE INVITED OUR STREET ALCOHOLICS IN TO PARTICIPATE IN OUR DRUG
                                   0203    PROBLEMS WITH JUSTICE SYSTEMS HANDLINGDRUG OFFENDERS
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R #   SEB TITLE

37    REPORTS PREPARED IN AND FOR THE D. C. PUBLIC SCHOOLS
06    FUND RAISING


21    TO REALLY INVOLVE STUDENTS, LET THEM RUN IT
56    SOME PROBLEMS AND SOLUTIONS FOR OPENING A DRUG ANALYSIS OPERATION
00    USING BLACK AWARENESS AS THE MEDIUM
08    REPORT ON FIRST YEAR OF OPERATION AT EL DORADO (ARK.) D. E. P.
10    RESULTS OF GOVERNOR'S COMMITTEE ON DRUG ABUSE DATA COLLECTION
30    EXTENSIVE EVALUATION OF DRUG EDUCATION WORKSHOPS IN MISSOURI
06    FUND RAISING


93    DRUGS AS A SUBSTITUTE FOR ALCOHOL
57    TEACHING ONE-TO-ONE COUNSELING THROUGH A NEW TECHNIQUE
08    HOW WE GOT THE CRIMINAL JUSTICE SYSTEMTO WORK FOR US


45    OUR CRISIS TREATMENT BOOKLET IS IN DEMAND BY LOCAL HOSPITAL STAFF
50    DO SOMETHING NICE FOR SOMEONE--SPONSOR A "HEALTH FAIR"


011   USING BUS PLACARDS FOR PUBLICITY
017   CLEAN-UP CAMPAIGN INVOLVES YOUTH CIVIC GROUPS; BEFRIENDS PROJECTS
023   SOME REQUIREMENTS FOR HAVING A SUCCESSFUL COMMUNITY MEETING
029   GETTING GOOD STAFF FOR YOUR PROJECT - ONE APPROACH
055   HOW TO SURVIVE CATASTROPHES
058   TRUST
063   NEVER FORGET TO THANK YOUR VOLUNTEERS
065   PUBLIC RELATIONS BROCHURE/COUNSELOR'S WORK SHEET
081   HOW A NEWSLETTER SOLVED A COMMUNICATIONS HANGUP
099   INCREASED SUCCESS BY WORKING WITH EXISTING ORGANIZATIONS
113   WRITTEN MATERIALS DEVELOPED BY A DETROIT PROJECT
143   GOOD 'PR' TECHNIQUE: AN ANNUAL REPORT TO OUR LOCAL FUNDING AGENCY
146   PROJECT PUBLICITY FACILITATES TOWN-GOWN INTERACTION
148   PUBLICITY AND PROGRESS REPORTS GEARED TO 'STREET PEOPLE'
190   CREATIVE ARTS WORKSHOP PUBLICITY -SHARING OUR ARTIST'S WORK
191   DRUG HELP FUND RAISING PACKAGE/MATERIAL SENT TO SMALL FUNDING SOURC
206   FUND RAISING


059   EMPLOYMENT IS A BIG NEED
0139  PROVIDING 'CRASH SPACE' AND FAMILY COUNSELING FOR RUNAWAYS
0141  WE INVITED OUR STREET ALCOHOLICS IN TO PARTICIPATE IN OUR DRUG RAPS
0203  PROBLEMS WITH JUSTICE SYSTEMS HANDLINGDRUG OFFENDERS
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REPORT   SEPR71                                SHARED EXPERIENCES INDEXED BY ETHNIC GROUPS INVOLVED
NATIONAL DRUG EDUCATION PROJECT

ETHNIC GROUPS INVOLVED            SEB #   SEB TITLE

                                  0141    WE INVITED OUR STREET ALCOHOLICS IN TO PARTICIPATE IN OUR
                                  0149    HOW WE INFORMED THE COMMUNITY ABOUT QUAALUDES
                                  0155    KIRKWOOD'S COMMUNITY-ORIENTED NEWSLETTER--"THE ALTERNATIV
                                  0159    FLORIDA USES "SOCIAL SEMINAR" FOR COOPERATIVE INTERAGENC
                                  0160    COMPARISON OF SELF CONCEPT/REFLECTED + IDEAL SELF IN USE
                                  0167    MEETING WITH STUDENTS PRIOR TO SEMINAR HELPS INSURE SUCC
                                  0168    A RARE EXPERIENCE: POSITIVE RESULT WITH THE 'ONE-SHOT' A
                                  0197    COMMUNITY SCHOOLS SUMMER PROGRAM


CHICANO                           0014    WEEKLY WORKSHOP AT A JUNIOR COLLEGE
                                  0016    COMMUNICATION WITH KEY PEOPLE IN OTHER ORGANIZATIONS
                                  0017    CLEAN-UP CAMPAIGN INVOLVES YOUTH CIVIC GROUPS; BEFRIENDS
                                  0020    PROBLEMS IN TRAINING SCHOOL TEAMS
                                  0022    GETTING MINORITY STUDENTS INVOLVED
                                  0029    GETTING GOOD STAFF FOR YOUR PROJECT - ONE APPROACH
                                  0047    EXTENSIVE RESOURCE MATERIAL FROM A TEXAS PROJECT
                                  0050    DRUG PROBLEMS AMONG CHICANOS REQUIRE PRACTICAL APPROACHE
                                  0063    NEVER FORGET TO THANK YOUR VOLUNTEERS
                                  0064    FEEDBACK FROM THREE WORKSHOPS IN NEBRASKA
                                  0078    EXAMPLE OF A DIRECTORY OF DRUG ABUSE AGENCIES
                                  0079    EXTENSIVE STATISTICS RESULTING FROM QUESTIONAIRES GIVEN
                                  0080    BI-LINGUAL, BI-CULTURAL WORKSHOPS FOR CHICANOS
                                  0081    HOW A NEWSLETTER SOLVED A COMMUNICATIONS HANGUP
                                  0082    REPORT OF SCHOOL PROGRAMS IN SANTA BARBARA COUNTY


CUBAN                             0072    MONTHLY NEWSLETTERS OF A BROOKLYN PROJECT


ORIENTAL                          0025    QUESTIONAIRE FOR PARTICIPANTS IN A PEER COUNSELING COURS
                                  0029    GETTING GOOD STAFF FOR YOUR PROJECT - ONE APPROACH
                                  0072    MONTHLY NEWSLETTERS OF A BROOKLYN PROJECT
                                  0087    MAILOUT INTRODUCING A DRUG ABUSE WORKSHOP
                                  0088    EXAMPLE OF A WORKSHOP EVALUATION BY PARTICIPANTS


PUERTO RICAN                      0028    SELECTED PRINCIPLES FOR COMMUNITY DRUG EDUCATION (REPOR
                                  0072    MONTHLY NEWSLETTERS OF A BROOKLYN PROJECT
                                  0131    LIST OF (PUERTO RICAN) SPANISH MATERIALS
                                  0197    COMMUNITY SCHOOLS SUMMER PROGRAM


WHITE                             0011    USING BUS PLACARDS FOR PUBLICITY
                                  0012    QUESTIONAIRE USED WITH COMMUNITY LEADERS AND OTHERS
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HARED EXPERIENCES INDEXED BY ETHNIC GROUPS INVOLVED

SEP TITLE

E INVITED OUR STREET ALCOHOLICS IN TO PARTICIPATE IN OUR DRUG RAPS
OW WE INFORMED THE COMMUNITY ABOUT QUAALUDES
KIRKWOOD'S COMMUNITY-ORIENTED NEWSLETTER--"THE ALTERNATIVE"
FLORIDA USES "SOCIAL SEMINAR" FOR COOPERATIVE INTERAGENCY TRAINING
COMPARISON OF SELF CONCEPT/REFLECTED + IDEAL SELF IN USERS/ABUSERS
MEETING WITH STUDENTS PRIOR TO SEMINAR HELPS INSURE SUCCESSFUL PRGM
A RARE EXPERIENCE: POSITIVE RESULT WITH THE 'ONE-SHOT' APPROACH
COMMUNITY SCHOOLS SUMMER PROGRAM

WEEKLY WORKSHOP AT A JUNIOR COLLEGE
COMMUNICATION WITH KEY PEOPLE IN OTHER ORGANIZATIONS
CLEAN-UP CAMPAIGN INVOLVES YOUTH CIVIC GROUPS; BEFRIENDS PROJECTS
PROBLEMS IN TRAINING SCHOOL TEAMS
GETTING MINORITY STUDENTS INVOLVED
GETTING GOOD STAFF FOR YOUR PROJECT - ONE APPROACH
EXTENSIVE RESOURCE MATERIAL FROM A TEXAS PROJECT
DRUG PROBLEMS AMONG CHICANOS REQUIRE PRACTICAL APPROACHES
NEVER FORGET TO THANK YOUR VOLUNTEERS
FEEDBACK FROM THREE WORKSHOPS IN NEBRASKA
EXAMPLE OF A DIRECTORY OF DRUG ABUSE AGENCIES
EXTENSIVE STATISTICS RESULTING FROM QUESTIONAIRES GIVEN TO
BI-LINGUAL, BI-CULTURAL WORKSHOPS FOR CHICANOS
HOW A NEWSLETTER SOLVED A COMMUNICATIONS HANGUP
REPORT OF SCHOOL PROGRAMS IN SANTA BARBARA COUNTY

MONTHLY NEWSLETTERS OF A BROOKLYN PROJECT

QUESTIONNAIRE FOR PARTICIPANTS IN A PEER COUNSELING COURSE
GETTING GOOD STAFF FOR YOUR PROJECT - ONE APPROACH
MONTHLY NEWSLETTERS OF A BROOKLYN PROJECT
MAILOUT INTRODUCING A DRUG ABUSE WORKSHOP
EXAMPLE OF A WORKSHOP EVALUATION BY PARTICIPANTS

SELECTED PRINCIPLES FOR COMMUNITY DRUG EDUCATION (REPORT)
MONTHLY NEWSLETTERS OF A BROOKLYN PROJECT
LIST OF (PUERTO RICAN) SPANISH MATERIALS
COMMUNITY SCHOOLS SUMMER PROGRAM

USING BUS PLACARDS FOR PUBLICITY
QUESTIONNAIRE USED WITH COMMUNITY LEADERS AND OTHERS

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EPORT   SEPR74                      SHARED EXPERIENCES INDEXED BY PEOPLE ROLES
ATIONAL DRUG EDUCATION PROJECT

EOPLE INVOLVED WERE          SEB #   SEB TITLE



DDICTS                        0013   HOW WE HANDLED A 'SPECIAL EVENT' ON DRUG EDUCATION


SERS OF ALCOHOL               0141   WE INVITED OUR STREET ALCOHOLICS IN TO PARTICIPATE IN OUR


RUG USERS                     0145   OUR CRISIS TREATMENT BOOKLET IS IN DEMAND BY LOCAL HOSPIT
                              0160   COMPARISON OF SELF CONCEPT/REFLECTED + IDEAL SELF IN USER
                              0162   A STUDY OF DRUG USAGE AMONG STUDENTS AT BREVARD COMMUNITY
                              0171   RECOMMEND TEAM COUNSELING TECHNIQUES IN "..WKG W/ HEAVY S
                              0203   PROBLEMS WITH JUSTICE SYSTEMS HANDLINGDRUG OFFENDERS
                              0205   WINNING THE HEART OF JOHN LAW


OTIONALLY DISTRAUGT           0060   AVOIDING 'COMPETITION' THROUGH AN INTER-AGENCY COMMITTEE
                              0205   WINNING THE HEART OF JOHN LAW


ROPOUTS/ED DISADVANT          0013   HOW WE HANDLED A 'SPECIAL EVENT' ON DRUG EDUCATION
                              0041   COMBINING USEFUL SUMMER WORK WITH DRUG ABUSE PREVENTION
                              0059   EMPLOYMENT IS A BIG NEED


DIRECTIONLESS PEOPLE          0070   FLEXIBILITY IN COUNSELING
                              0076   A HIGHLY RECOMMENDED PUBLICATION FROM THE CC IT NOW FOUND


STREET PEOPLE                 0055   HOW TO SURVIVE CATASTROPHES
                              0148   PUBLICITY AND PROGRESS REPORTS GEARED TO 'STREET PEOPLE'
                              0149   HOW WE INFORMED THE COMMUNITY ABOUT QUAALUDES


YOUTH IN GENERAL              0011   USING BUS PLACARDS FOR PUBLICITY
                              0012   QUESTIONNAIRE USED WITH COMMUNITY LEADERS AND OTHERS
                              0017   CLEAN-UP CAMPAIGN INVOLUES YOUTH CIVIC GROUPS; BEFRIENDS
                              0018   A 'DIFFERENT' WAY TO CONCEIVE OF DRUG ABUSE
                              0055   HOW TO SURVIVE CATASTROPHES
                              0076   A HIGHLY RECOMMENDED PUBLICATION FROM THE CC IT NOW FOUN
                              0100   USING BLACK AWARENESS AS THE MEDIUM
                              0138   TRYING TO MEET BLACK COMMUNITY NEEDS WITHOUT 'BURNING CU
                              0139   PROVIDING 'CRASH SPACE' AND FAMILY COUNSELING FOR RUNAWA
                              0183   ICE CREAM THEATER
                              0184   BREAKFAST PROGRAM FOR 125 KIDS AT COST OF 22 /MEAL
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SHARED EXPERIENCES INDEXED BY PEOPLE ROLES

 SEE TITLE


HOW WE HANDLED A 'SPECIAL EVENT' ON DRUG EDUCATION

WE INVITED OUR STREET ALCOHOLICS IN TO PARTICIPATE IN OUR DRUG RAPS

OUR CRISIS TREATMENT BOOKLET IS IN DEMAND BY LOCAL HOSPITAL STAFF
COMPARISON OF SELF CONCEPT/REFLECTED + IDEAL SELF IN USERS/ABUSERS
A STUDY OF DRUG USAGE AMONG STUDENTS AT BREVARD COMMUNITY COLLEGE
RECOMMEND TEAM COUNSELING TECHNIQUES IN "..WKG W/ HEAVY STRANGERS"
PROBLEMS WITH JUSTICE SYSTEMS HANDLINGDRUG OFFENDERS
WINNING THE HEART OF JOHN LAW

AVOIDING 'COMPETITION' THROUGH AN INTER-AGENCY COMMITTEE
WINNING THE HEART OF JOHN LAW

HOW WE HANDLED A 'SPECIAL EVENT' ON DRUG EDUCATION
COMBINING USEFUL SUMMER WORK WITH DRUG ABUSE PREVENTION
EMPLOYMENT IS A BIG NEED

FLEXIBILITY IN COUNSELING
A HIGHLY RECOMMENDED PUBLICATION FROM THE DO IT NOW FOUNDATION

HOW TO SURVIVE CATASTROPHES
PUBLICITY AND PROGRESS REPORTS GEARED TO 'STREET PEOPLE'
HOW WE INFORMED THE COMMUNITY ABOUT QUAALUDES

USING BUS PLACARDS FOR PUBLICITY
QUESTIONNAIRE USED WITH COMMUNITY LEADERS AND OTHERS
CLEAN-UP CAMPAIGN INVOLUES YOUTH CIVIC GROUPS; BEFRIENDS PROJECTS
A 'DIFFERENT' WAY TO CONCEIVE OF DRUG ABUSE
HOW TO SURVIVE CATASTROPHES
A HIGHLY RECOMMENDED PUBLICATION FROM THE DO IT NOW FOUNDATION
USING BLACK AWARENESS AS THE MEDIUM
TRYING TO MEET BLACK COMMUNITY NEEDS WITHOUT 'BURNING OUT'
PROVIDING 'CRASH SPACE' AND FAMILY COUNSELING FOR RUNAWAYS
ICE CREAM THEATER
BREAKFAST PROGRAM FOR 125 KIDS AT COST OF 22 /MEAL
```

## D. SUMMARIES OF INVOLVEMENT

## Education and Training Summary

By the ISS system definition, whether an activity is called education or training depends on whether the participant uses his changed behavior for self-growth or to help others. Since many activities combine both purposes, this report provides an overall summary of the types of people reached by each project through education and training sessions. In addition, an indication of the duration of the sessions is provided.

The report summarizes the information by project, region, program component, and national totals.

REPORT 060 - ACTIVITY DATA
NATIONAL DRUG EDUCATION PROGRAM

REGIONAL EDUCATION AND TRAINING SUMMARY
AS OF QUARTER ENDING 03/31/73

REGION 03

NUMBER OF PEOPLE EDUCATED

| PROJ TYPE | ST | PROJECT NAME | HRS EDUC | * K-6 | STUDENTS K-12 | * COLL | YOUTH & YOUNG | EDUCATORS K-12 | EDUCATORS COLL | LAW ENFORCE |
|---|---|---|---|---|---|---|---|---|---|---|
| STAT | MD | MARYLAND DEP (BALTIMORE) | 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 6-39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 40 + | 0 | 0 | 0 | 0 | 25 | 0 | 0 |
| | | | UNSP | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | TOTL | 0 | 0 | 0 | 0 | 25 | 0 | 0 |
| STAT | VA | VIRGINIA DEP (RICHMOND) | 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 6-39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 40 + | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | UNSP | 0 | 25 | 0 | 0 | 15 | 0 | 0 |
| | | | TOTL | 0 | 25 | 0 | 0 | 15 | 0 | 0 |
| STAT | WV | WEST VIRGINIA DEP (CHARLESTON) | 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 6-39 | 0 | 0 | 89 | 0 | 75 | 0 | 0 |
| | | | 40 + | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | UNSP | 0 | 0 | 0 | 0 | 30 | 0 | 0 |
| | | | TOTL | 0 | 0 | 89 | 0 | 105 | 0 | 0 |
| TOTAL STATE | | | 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 6-39 | 0 | 0 | 89 | 0 | 75 | 0 | 0 |
| | | | 40 + | 0 | 0 | 0 | 0 | 25 | 0 | 0 |
| | | | UNSP | 0 | 25 | 0 | 0 | 45 | 0 | 0 |
| | | | TOTL | 0 | 25 | 89 | 0 | 145 | 0 | 0 |
| COMM | MD | BALTIMORE PROJECT DAWN | 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 6-39 | 0 | 0 | 0 | 0 | 65 | 0 | 0 |
| | | | 40 + | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | UNSP | 0 | 50 | 0 | 0 | 100 | 0 | 0 |
| | | | TOTL | 0 | 50 | 0 | 0 | 165 | 0 | 0 |
| TOTAL COMMUNITY | | | 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 6-39 | 0 | 0 | 0 | 0 | 65 | 0 | 0 |
| | | | 40 + | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | UNSP | 0 | 50 | 0 | 0 | 100 | 0 | 0 |
| | | | TOTL | 0 | 50 | 0 | 0 | 165 | 0 | 0 |
| REGIONAL TOTAL | | | 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 6-39 | 0 | 0 | 89 | 0 | 140 | 0 | 0 |
| | | | 40 + | 0 | 0 | 0 | 0 | 25 | 0 | 0 |
| | | | UNSP | 0 | 75 | 0 | 0 | 145 | 0 | 0 |
| | | | TOTL | 0 | 75 | 89 | 0 | 310 | 0 | 0 |

REGIONAL EDUCATION AND TRAINING SUMMARY
AS OF QUARTER ENDING 03/31/73

REGION 03

NUMBER OF PEOPLE EDUCATED

| HRS | * | STUDENTS | * | YOUTH | EDUCATORS | | LAW | HEALTH | SOCIAL | GEN | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| EDUC | K-6 | K-12 | COLL | & YOUNG | K-12 | COLL | ENFORCE | PERSON | SERVICE | COMMUN | TOTAL |
| 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6-39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 40 + | 0 | 0 | 0 | 0 | 25 | 0 | 0 | 0 | 0 | 64 | 89 |
| UNSP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTL | 0 | 0 | 0 | 0 | 25 | 0 | 0 | 0 | 0 | 64 | 89 |
| | | | | | | | | | | | |
| 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6-39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 40 + | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UNSP | 0 | 25 | 0 | 0 | 15 | 0 | 0 | 0 | 0 | 0 | 40 |
| TOTL | 0 | 25 | 0 | 0 | 15 | 0 | 0 | 0 | 0 | 0 | 40 |
| | | | | | | | | | | | |
| 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6-39 | 0 | 0 | 89 | 0 | 75 | 0 | 0 | 0 | 0 | 0 | 164 |
| 40 + | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UNSP | 0 | 0 | 0 | 0 | 30 | 0 | 0 | 0 | 0 | 0 | 30 |
| TOTL | 0 | 0 | 89 | 0 | 105 | 0 | 0 | 0 | 0 | 0 | 194 |
| | | | | | | | | | | | |
| 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6-39 | 0 | 0 | 89 | 0 | 75 | 0 | 0 | 0 | 0 | 0 | 164 |
| 40 + | 0 | 0 | 0 | 0 | 25 | 0 | 0 | 0 | 0 | 64 | 89 |
| UNSP | 0 | 25 | 0 | 0 | 45 | 0 | 0 | 0 | 0 | 0 | 70 |
| TOTL | 0 | 25 | 89 | 0 | 145 | 0 | 0 | 0 | 0 | 64 | 323 |
| | | | | | | | | | | | |
| 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6-39 | 0 | 0 | 0 | 0 | 65 | 0 | 0 | 0 | 0 | 0 | 65 |
| 40 + | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UNSP | 0 | 50 | 0 | 0 | 100 | 0 | 0 | 0 | 0 | 50 | 200 |
| TOTL | 0 | 50 | 0 | 0 | 165 | 0 | 0 | 0 | 0 | 50 | 265 |
| | | | | | | | | | | | |
| 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6-39 | 0 | 0 | 0 | 0 | 65 | 0 | 0 | 0 | 0 | 0 | 65 |
| 40 + | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UNSP | 0 | 50 | 0 | 0 | 100 | 0 | 0 | 0 | 0 | 50 | 200 |
| TOTL | 0 | 50 | 0 | 0 | 165 | 0 | 0 | 0 | 0 | 50 | 265 |
| | | | | | | | | | | | |
| 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6-39 | 0 | 0 | 89 | 0 | 140 | 0 | 0 | 0 | 0 | 0 | 229 |
| 40 + | 0 | 0 | 0 | 0 | 25 | 0 | 0 | 0 | 0 | 64 | 89 |
| UNSP | 0 | 75 | 0 | 0 | 145 | 0 | 0 | 0 | 0 | 50 | 270 |
| TOTL | 0 | 75 | 89 | 0 | 310 | 0 | 0 | 0 | 0 | 114 | 588 |

REPORT 060 - ACTIVITY DATA
NATIONAL DRUG EDUCATION PROGRAM

EDUCATION AND TRAINING SUMMARY
AS OF QUARTER ENDING 03/31/73

NUMBER OF PEOPLE EDUCATED

| PROJ TYPE | ST | PROJECT NAME | HRS EDUC | * K-6 | STUDENTS K-12 | * COLL | YOUTH & YOUNG | EDUCATORS K-12 | COLL | LAW ENFORCE | HEALTH PERSO |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 36 | | STATES | 1-5 | 0 | 0 | 0 | 12 | 282 | 0 | 0 | 3 |
| | | | 6-39 | 100 | 0 | 89 | 265 | 712 | 0 | 0 | 0 |
| | | | 40 + | 0 | 0 | 0 | 0 | 639 | 0 | 0 | 0 |
| | | | UNSP | 0 | 8025 | 7 | 591 | 7592 | 25 | 2 | 2 |
| | | | TOTL | 100 | 8025 | 96 | 868 | 9225 | 25 | 2 | 2 |
| 10 | | COLLEGES | 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 6-39 | 0 | 200 | 31 | 0 | 8 | 0 | 0 | 0 |
| | | | 40 + | 0 | 0 | 81 | 0 | 0 | 0 | 0 | 0 |
| | | | UNSP | 0 | 240 | 1120 | 0 | 0 | 0 | 35 | 0 |
| | | | TOTL | 0 | 440 | 1232 | 0 | 8 | 0 | 35 | 0 |
| 22 | | COMMUNITIES | 1-5 | 0 | 0 | 0 | 0 | 11 | 0 | 0 | 9 |
| | | | 6-39 | 8 | 134 | 102 | 0 | 547 | 0 | 0 | 0 |
| | | | 40 + | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | UNSP | 97 | 605 | 80 | 70 | 438 | 0 | 25 | 1 |
| | | | TOTL | 105 | 739 | 182 | 70 | 996 | 0 | 25 | 10 |
| 6 | | REG. TRNG. CENTERS | 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 6-39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 40 + | 0 | 71 | 34 | 6 | 149 | 17 | 47 | 2 |
| | | | UNSP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | TOTL | 0 | 71 | 34 | 6 | 149 | 17 | 47 | 2 |
| 0 | | PLANNING GRANTS | 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 6-39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 40 + | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | UNSP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | TOTL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 74 | | TOTAL PROJECTS | 1-5 | 0 | 0 | 0 | 12 | 293 | 0 | 0 | 9 |
| | | | 6-39 | 108 | 334 | 222 | 265 | 1267 | 0 | 0 | 0 |
| | | | 40 + | 0 | 71 | 115 | 6 | 789 | 17 | 47 | 2 |
| | | | UNSP | 97 | 8870 | 1207 | 661 | 8030 | 25 | 62 | 3 |
| | | | TOTL | 205 | 9275 | 1544 | 944 | 10378 | 42 | 109 | 14 |

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                   EDUCATION AND TRAINING SUMMARY                                              PAGE  19
                   AS OF QUARTER ENDING 03/31/73                                               08/30/73

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                              NUMBER OF PEOPLE EDUCATED

  HRS        *    STUDENTS       *    YOUTH       EDUCATORS       LAW     HEALTH  SOCIAL     GEN
  EDUC      K-6     K-12      COLL  & YOUNG    K-12       COLL ENFORCE  PERSON SERVICE   COMMUN    TOTAL
-------------------------------------------------------------------------------------------------------

  1-5        0         0         0       12     282         0        0       0       0        0      294
  6-39     100         0        89      265     712         0        0       0      17     2155     3338
  40 +       0         0         0        0     639         0        0       0      12      495     1146
  UNSP       0      8025         7      591    7592        25        2      20      47    16035    32344
  TOTL     100      8025        96      868    9225        25        2      20      76    18685    37122

  1-5        0         0         0        0       0         0        0       0       0        0        0
  6-39       0       200        31        0       8         0        0       0       0       38      277
  40 +       0         0        81        0       0         0        0       0       0       40      121
  UNSP       0       240      1120        0       0         0       35       0       6     2609     4010
  TOTL       0       440      1232        0       8         0       35       0       6     2687     4408

  1-5        0         0         0        0      11         0        0      90       0      155      256
  6-39       8       134       102        0     547         0        0       0       0      351     1142
  40 +       0         0         0        0       0         0        0       0       0      161      161
  UNSP      97       605        80       70     438         0       25      10      21     4112     5458
  TOTL     105       739       182       70     996         0       25     100      21     4779     7017

  1-5        0         0         0        0       0         0        0       0       0        0        0
  6-39       0         0         0        0       0         0        0       0       0        0        0
  40 +       0        71        34        6     149        17       47      24     119      175      642
  UNSP       0         0         0        0       0         0        0       0       0        0        0
  TOTL       0        71        34        6     149        17       47      24     119      175      642

  1-5        0         0         0        0       0         0        0       0       0        0        0
  6-39       0         0         0        0       0         0        0       0       0        0        0
  40 +       0         0         0        0       0         0        0       0       0        0        0
  UNSP       0         0         0        0       0         0        0       0       0        0        0
  TOTL       0         0         0        0       0         0        0       0       0        0        0

  1-5        0         0         0       12     293         0        0      90       0      155      550
  6-39     108       334       222      265    1267         0        0       0      17     2544     4757
  40 +       0        71       115        6     788        17       47      24     131      871     2070
  UNSP      97      8870      1207      661    8030        25       62      30      74    22756    41812
  TOTL     205      9275      1544      944   10378        42      109     144     222    26326    49189
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## Training Summary

The Training Summary is a sub-set of the Education and Training Summary. It presents information on those activities where training is clearly identified as the purpose. The same format and totals are provided.

REPORT 070 - ACTIVITY DATA
NATIONAL DRUG EDUCATION PROGRAM

REGIONAL TRAINING SUMMARY
AS OF QUARTER ENDING 03/31/73

REGION 04

NUMBER OF PEOPLE TRAINED

| PROJ TYPE | ST | PROJECT NAME | HRS TRNG | * K-6 | STUDENTS K-12 | * COLL | YOUTH & YOUNG | EDUCATORS K-12 | EDUCATORS COLL | LAW ENFORCE |
|---|---|---|---|---|---|---|---|---|---|---|
| COLL | MS | JACKSON STATE COLLEGE DRUG ED | 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 6-39 | 0 | 0 | 6 | 0 | 0 | 0 | 0 |
| | | | 40 + | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | UNSP | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | TOTL | 0 | 0 | 6 | 0 | 0 | 0 | 0 |
| | | TOTAL COLLEGE | 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 6-39 | 0 | 0 | 6 | 0 | 0 | 0 | 0 |
| | | | 40 + | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | UNSP | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | TOTL | 0 | 0 | 6 | 0 | 0 | 0 | 0 |
| COMM | FL | TAMPA THE DOOR | 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 6-39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 40 + | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | UNSP | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| | | | TOTL | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| COMM | GA | ATLANTA KIRKWOOD COMMUNITY | 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 6-39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 40 + | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | UNSP | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | TOTL | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| COMM | SC | COLUMBIA, SC URBAN SERV CTR | 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 6-39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 40 + | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | UNSP | 0 | 40 | 0 | 0 | 15 | 0 | 0 |
| | | | TOTL | 0 | 40 | 0 | 0 | 15 | 0 | 0 |
| | | TOTAL COMMUNITY | 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 6-39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 40 + | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | UNSP | 0 | 40 | 0 | 0 | 16 | 0 | 0 |
| | | | TOTL | 0 | 40 | 0 | 0 | 16 | 0 | 0 |
| | | REGIONAL TOTAL | 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 6-39 | 0 | 0 | 6 | 15 | 275 | 0 | 0 |
| | | | 40 + | 0 | 0 | 0 | 0 | 139 | 0 | 0 |
| | | | UNSP | 0 | 40 | 7 | 1 | 488 | 25 | 0 |
| | | | TOTL | 0 | 40 | 13 | 16 | 902 | 25 | 0 |

```
                         REGIONAL TRAINING SUMMARY                                          PAGE   7
                       AS OF QUARTER ENDING 03/31/73                                        08/30/73

                                REGION 04

-----------------------------------------------------------------------------------------------------

                               NUMBER OF PEOPLE TRAINED

         HRS       *     STUDENTS     *    YOUTH       EDUCATORS      LAW     HEALTH  SOCIAL    GEN
         TRNG     K-6     K-12      COLL  & YOUNG    K-12      COLL ENFORCE  PERSON SERVICE  COMMUN    TOTAL
-----------------------------------------------------------------------------------------------------

DRUG ED  1-5       0        0         0       0        0         0       0       0       0       0        0
         6-39      0        0         6       0        0         0       0       0       0      20       26
         40 +      0        0         0       0        0         0       0       0       0       0        0
         UNSP      0        0         0       0        0         0       0       0       0       0        0
         TOTL      0        0         6       0        0         0       0       0       0      20       26

         1-5       0        0         0       0        0         0       0       0       0       0        0
         6-39      0        0         6       0        0         0       0       0       0      20       26
         40 +      0        0         0       0        0         0       0       0       0       0        0
         UNSP      0        0         0       0        0         0       0       0       0       0        0
         TOTL      0        0         6       0        0         0       0       0       0      20       26

         1-5       0        0         0       0        0         0       0       0       0       0        0
         6-39      0        0         0       0        0         0       0       0       0       0        0
         40 +      0        0         0       0        0         0       0       0       0       0        0
         UNSP      0        0         0       0        1         0       0       0       3       6       10
         TOTL      0        0         0       0        1         0       0       0       3       6       10

NITY     1-5       0        0         0       0        0         0       0       0       0       0        0
         6-39      0        0         0       0        0         0       0       0       0       0        0
         40 +      0        0         0       0        0         0       0       0       0       0        0
         UNSP      0        0         0       0        0         0       0       0       0      46       46
         TOTL      0        0         0       0        0         0       0       0       0      46       46

V CTR    1-5       0        0         0       0        0         0       0       0       0      30       30
         6-39      0        0         0       0        0         0       0       0       0       0        0
         40 +      0        0         0       0        0         0       0       0       0       0        0
         UNSP      0       40         0       0       15         0       0       0      12     117      184
         TOTL      0       40         0       0       15         0       0       0      12     147      214

         1-5       0        0         0       0        0         0       0       0       0      30       30
         6-39      0        0         0       0        0         0       0       0       0       0        0
         40 +      0        0         0       0        0         0       0       0       0       0        0
         UNSP      0       40         0       0       16         0       0       0      15     169      240
         TOTL      0       40         0       0       16         0       0       0      15     199      270

         1-5       0        0         0       0        0         0       0       0       0      30       30
         6-39      0        0         6      15      275         0       0       0       0      20      316
         40 +      0        0         0       0      139         0       0       0       0     110      249
         UNSP      0       40         7       1      488        25       0       0      15     190      766
         TOTL      0       40        13      16      902        25       0       0      15     350     1361
```

REPORT 070 - ACTIVITY DATA
NATIONAL DRUG EDUCATION PROGRAM

TRAINING SUMMARY
AS OF QUARTER ENDING 03/31/73

NUMBER OF PEOPLE TRAINED

| PROJ TYPE | ST PROJECT NAME | HRS TRNG | * K-5 | STUDENTS K-12 | * COLL | YOUTH & YOUNG | EDUCATORS K-12 | COLL | LAW ENFORCE |
|---|---|---|---|---|---|---|---|---|---|
| 35 | STATES | 1-5 | 0 | 0 | 0 | 12 | 182 | 0 | 0 |
| | | 6-39 | 0 | 0 | 89 | 265 | 691 | 0 | 0 |
| | | 40 + | 0 | 0 | 0 | 0 | 639 | 0 | 0 |
| | | UNSP | 0 | 3025 | 7 | 591 | 7430 | 25 | 2 |
| | | TOTL | 0 | 3025 | 96 | 868 | 8942 | 25 | 2 |
| 6 | COLLEGES | 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 6-39 | 0 | 0 | 6 | 0 | 0 | 0 | 0 |
| | | 40 + | 0 | 0 | 6 | 0 | 0 | 0 | 0 |
| | | UNSP | 0 | 0 | 0 | 0 | 0 | 0 | 35 |
| | | TOTL | 0 | 0 | 12 | 0 | 0 | 0 | 35 |
| 19 | COMMUNITIES | 1-5 | 0 | 0 | 0 | 0 | 11 | 0 | 0 |
| | | 6-39 | 0 | 84 | 102 | 0 | 517 | 0 | 0 |
| | | 40 + | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | UNSP | 0 | 46 | 10 | 0 | 187 | 0 | 0 |
| | | TOTL | 0 | 130 | 112 | 0 | 715 | 0 | 0 |
| 6 | REG. TRNG. CENTERS | 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 6-39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 40 + | 0 | 71 | 34 | 6 | 149 | 17 | 47 |
| | | UNSP | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | TOTL | 0 | 71 | 34 | 6 | 149 | 17 | 47 |
| 0 | PLANNING GRANTS | 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 6-39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 40 + | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | UNSP | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | TOTL | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 66 | TOTAL PROJECTS | 1-5 | 0 | 0 | 0 | 12 | 193 | 0 | 0 |
| | | 6-39 | 0 | 84 | 197 | 265 | 1208 | 0 | 0 |
| | | 40 + | 0 | 71 | 40 | 6 | 788 | 17 | 47 |
| | | UNSP | 0 | 3071 | 17 | 591 | 7617 | 25 | 37 |
| | | TOTL | 0 | 3226 | 254 | 874 | 9806 | 42 | 84 |

HEALTH PERSO

TRAINING SUMMARY
AS OF QUARTER ENDING 03/31/73

NUMBER OF PEOPLE TRAINED

| HRS TRNG | * K-5 | STUDENTS K-12 | * COLL | YOUTH & YOUNG | EDUCATORS K-12 | COLL | LAW ENFORCE | HEALTH PERSON | SOCIAL SERVICE | GEN COMMUN | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1-5 | 0 | 0 | 0 | 12 | 182 | 0 | 0 | 0 | 0 | 0 | 194 |
| 6-39 | 0 | 0 | 89 | 265 | 691 | 0 | 0 | 0 | 17 | 1930 | 2992 |
| 40 + | 0 | 0 | 0 | 0 | 639 | 0 | 0 | 0 | 12 | 420 | 1071 |
| UNSP | 0 | 3025 | 7 | 591 | 7430 | 25 | 2 | 20 | 39 | 6828 | 17967 |
| TOTL | 0 | 3025 | 96 | 868 | 8942 | 25 | 2 | 20 | 68 | 9178 | 22224 |
| | | | | | | | | | | | |
| 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6-39 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 44 |
| 40 + | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| UNSP | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 0 | 6 | 188 | 229 |
| TOTL | 0 | 0 | 12 | 0 | 0 | 0 | 35 | 0 | 6 | 226 | 279 |
| | | | | | | | | | | | |
| 1-5 | 0 | 0 | 0 | 0 | 11 | 0 | 0 | 0 | 0 | 30 | 41 |
| 6-39 | 0 | 84 | 102 | 0 | 517 | 0 | 0 | 0 | 0 | 269 | 972 |
| 40 + | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 161 | 161 |
| UNSP | 0 | 46 | 10 | 0 | 187 | 0 | 0 | 0 | 21 | 3004 | 3268 |
| TOTL | 0 | 130 | 112 | 0 | 715 | 0 | 0 | 0 | 21 | 3464 | 4442 |
| | | | | | | | | | | | |
| 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6-39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 40 + | 0 | 71 | 34 | 6 | 149 | 17 | 47 | 24 | 119 | 175 | 642 |
| UNSP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTL | 0 | 71 | 34 | 6 | 149 | 17 | 47 | 24 | 119 | 175 | 642 |
| | | | | | | | | | | | |
| 1-5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6-39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 40 + | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UNSP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | | | |
| 1-5 | 0 | 0 | 0 | 12 | 193 | 0 | 0 | 0 | 0 | 30 | 235 |
| 6-39 | 0 | 84 | 197 | 265 | 1208 | 0 | 0 | 0 | 17 | 2237 | 4008 |
| 40 + | 0 | 71 | 40 | 6 | 788 | 17 | 47 | 24 | 131 | 756 | 1880 |
| UNSP | 0 | 3071 | 17 | 591 | 7617 | 25 | 37 | 20 | 66 | 10020 | 21464 |
| TOTL | 0 | 3226 | 254 | 874 | 9806 | 42 | 84 | 44 | 214 | 13043 | 27587 |

## Direct Services Summary

Direct services are those project activities that respond to the personal problems of individuals, usually in a personalized, and direct, interactive real-time fashion. This report presents the numbers of individuals reported as receiving direct assistance by each of the major types of direct intervention, e.g., counselling, hot-line, referral, etc.

Information is provided by project, region, program component, and national totals.

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REPORT 080 - ACTIVITY DATA                    REGIONAL RECIPIENTS OF DIRECT SERVICES SUMMARY
NATIONAL DRUG EDUCATION PROGRAM                     AS OF QUARTER ENDING 03/31/73

                                                              REGION 04



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REGION 04      PROJECT TYPE-COMM      STATE-GA      PROJECT NAME-ATLANTA KIRKWOOD COMMUNITY

                                                   NUMBER OF RECIPIENTS OF EACH DIRECT SERVICE
QUARTER
                   ALTERNATIVES    COUNSELING       DROP-IN        HOTLINE   INFORMATION PROFESSIONAL
                                                    CENTER                                  SERVICES

    1                         0             0             0              0             0            0
    2                         0             0             0              0             0            0
    3                        27             0             0              0             0            0
    4                         0             0             0              0             0            0
  TOTAL                      27             0             0              0             0            0

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REGION 04      PROJECT TYPE-COMM      STATE-SC      PROJECT NAME-COLUMBIA, SC URBAN SERV CTR

                                                   NUMBER OF RECIPIENTS OF EACH DIRECT SERVICE
QUARTER
                   ALTERNATIVES    COUNSELING       DROP-IN        HOTLINE   INFORMATION PROFESSIONAL
                                                    CENTER                                  SERVICES

    1                         0             0             0              0             0            0
    2                         0             0             0              0             0            0
    3                         0         2,040             0          1,125             0            0
    4                         0             0             0              0             0            0
  TOTAL                       0         2,040             0          1,125             0            0
-----------------------------------------------------------------------------------------------

COMMUNITY TOTAL FOR THIS REGION


    1                         0             0             0              0             0            0
    2                         0             0             0              0             0            0
    3                        27         2,040           304          3,234             0            0
    4                         0             0             0              0             0            0
  TOTAL                      27         2,040           304          3,234             0            0
```

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   REGIONAL RECIPIENTS OF DIRECT SERVICES SUMMARY                                              PAGE  10
           AS OF QUARTER ENDING 03/31/73                                                       08/30/73

                         REGION 04

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 STATE-GA      PROJECT NAME-ATLANTA KIRKWOOD COMMUNITY

           NUMBER OF RECIPIENTS OF EACH DIRECT SERVICE
UNSELING        DROP-IN       HOTLINE  INFORMATION PROFESSIONAL       SHELTER      REFERRAL          OTHER
                CENTER                              SERVICES

       0              0            0            0            0            0            0             0
       0              0            0            0            0            0            0             0
       0              0            0            0            0            0            0             0
       0              0            0            0            0            0            0             0
       0              0            0            0            0            0            0             0

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 STATE-SC      PROJECT NAME-COLUMBIA, SC URBAN SERV CTR

           NUMBER OF RECIPIENTS OF EACH DIRECT SERVICE
UNSELING        DROP-IN       HOTLINE  INFORMATION PROFESSIONAL       SHELTER      REFERRAL          OTHER
                CENTER                              SERVICES

       0              0            0            0            0            0            0             0
       0              0            0            0            0            0            0             0
   2,040              0        1,125            0            0            0            0            97
       0              0            0            0            0            0            0             0
   2,040              0        1,125            0            0            0            0            97
----------------------------------------------------------------------------------------------------


       0              0            0            0            0            0            0             0
       0              0            0            0            0            0            0             0
   2,040            304        3,234            0            0            0            0            97
       0              0            0            0            0            0            0             0
   2,040            304        3,234            0            0            0            0            97
```